

# H E A R T

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## INTRODUCTION TO HEART

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It is the intent of the Hardeman County Board of Education to ensure that:

1. all students are provided an opportunity to succeed in the regular education program; and,
2. all students receive a free and appropriate public education.

In compliance with No Child Left Behind, Response to Intervention and the Federal Government, each teacher in the HEART program will do all that is within his or her professional capability to ensure that all students can learn and are successful in the regular education program.

Each teacher, as a part of his or her professional responsibility, will provide a variety of researched based strategic instructional variations within the classroom in order to differentiate instruction to the learning needs of students. The content and the instructional strategies are the vehicle by which the teacher meets the needs of all the students. Based on the knowledge that not all students are alike, teachers will apply an approach to teaching and learning so that students have multiple options for acquiring information.

If, and/or when, the teacher's attempts to improve the academic success of the students are not producing desired results and this is documented through researched-based instruction and evidence of non-mastery through benchmark assessments and/or universal screening, the students in question will receive small group direct instruction intervention that is research-based and is administered with fidelity.

If, after no less than 8 weeks of small group direct instruction, students are not responding, the parent and /or teacher and/or HEARTeam may request that the principal convene a meeting with the school's HEARTeam to discuss the impact and effect of the regular education intervention program.

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## OVERVIEW OF ADMINISTRATIVE PROCEDURES

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The School Board of the Hardeman County School District adheres to a policy of non-discrimination in educational programs and activities and strives affirmatively to provide equal educational opportunity for all students as required by Section 504 of the Rehabilitation Act of 1973 which prohibit discrimination based on disability.

It is the policy of the School Board of the Hardeman County School District that the referral of a student to the IEP TEAM to begin the State of Tennessee's process for determining eligibility of a student for special services under the provisions of the Individuals with Disabilities Education Act should only be considered:

1. after appropriate and adequate instructional interventions and strategies have been implemented in the regular educational setting and the student continues to be at risk; or,
2. if the student displays obvious characteristics of a child with a disability.

Administrative procedures have been developed to establish Hardeman Empowering Achievement Response Teams in each school in the district. The primary purpose of the HEARTeam is to ensure that students are provided the maximum opportunity to be successful in the regular education program. The members of the HEARTeam will provide instructional support to classroom teachers in order to assist them in their efforts to effectively improve the achievement of students who are less successful in learning.

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## DESCRIPTION OF THE HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM

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### Definition:

The Hardeman Empowering Achievement Response Team (HEART) is a function of the regular education program of Hardeman County Schools.

The primary purpose of the HEARTeam is to ensure that students are provided the maximum opportunity to be successful in the regular education program. The HEARTeam provides instructional support to the classroom teachers in order to assist them in their efforts to effectively improve the achievement of students who are experiencing insufficient success in learning. The HEARTeam will review progress monitoring and benchmarks of “at risk” students. Each school’s HEARTeam is a vehicle through which assistance can be requested for any student who is experiencing insufficient success in the regular education program. The HEARTeam monitors direct instruction interventions to ensure instructional fidelity.

The HEARTeam process requires a broad range of competencies and shared responsibilities for educational planning so that all persons who have an interest in the student’s success (teacher, administrator, parent, family, guardian) can cooperate and coordinate their efforts.

The HEARTeam process increases the clarity of teacher, staff, and home communication. In addition, the HEARTeam process supports the efforts of teachers to improve the scope and effectiveness of instructional interventions and strategies which can benefit all of the students in their classrooms.

Each school will submit to the district as directed, a form indicating membership of the school’s HEARTeam. The purpose and function of the HEARTeam should be thoroughly explained to staff and parents at the beginning of each school year.

The HEARTeam process should be utilized throughout the year to resolve issues, problems, or concerns related to the achievement of students identified by formative assessments, teachers, parents, guardians, and/or administrators.

The HEARTeam is led by a chairperson who outlines the team's agenda, supervises the keeping of records and oversees the follow-up process.

At the school level, the principal, reading facilitator or designated person will act as chairman of the team. The team will consist of at least 3 more permanent members. The regular education teacher of the student being reviewed by the HEARTeam will join the team as long as his/her student is being reviewed. The school's psychologist will be an active member of the HEARTeam.

The primary role of all participants in a HEARTeam meeting is to:

1. review the student's universal screening results
2. review progress monitoring results and/or benchmarks
3. review the student's current performance
4. determine the student's learning needs
5. design appropriate instructional interventions
6. assign responsibilities for implementation
7. develop a follow-up plan

The HEARTeam chairperson will keep records of team meetings and follow-up activities using the appropriate forms.

The HEARTeam chairperson is responsible for monitoring the implementation of the small group direct instruction interventions and follow-up procedures. The HEARTeam will review student records. The HEARTeam process is to continue until it is either no longer needed by the student or until the student has been referred to the **District – HEARTeam** for review to determine if referral to IDEA is appropriate.

If the **District-HEARTeam** feels that the intervention(s) are not adequate or appropriate and have not been implemented with fidelity, the district will ask that the school add additional information and intervention for the student.

## HEART PROCEDURE

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### UNIVERSAL SCREENING

All students are given a screening measure with no modifications. Students at risk for academic failure are identified through screening data. Students scoring 10% or below will be considered at risk and move directly into Tier 2 as well as receive Tier 1 instruction.

### TIER 1

Students receive effective instruction in the general education setting using validated practices. Student progress is monitored and tested for mastery every five weeks (or according to the pacing guide from the core reading program). This tier includes ALL students. Tier 1 is the core, research-based, reading program implemented in an uninterrupted, 90 minute reading block. Teacher uses research-based strategies, implementing multi-tiered (differentiated) instruction and intervention.

### TIER 2

Students scoring 10% or below on the universal screening will receive small group direct instruction for at least 30 minutes per day (in addition to their core reading program (Tier1)). A targeted research-based intervention will be implemented by trained staff and monitored for fidelity by the HEARTeam, District HEARTeam, and Principal.

*If, after no less than 8 weeks of Tier 2 intervention, the student makes no progress according to benchmark test and mastery test, the HEARTeam and parent will consider:*

- 1. Continue with Tier 2 for another 8 weeks; or*
- 2. Move into Tier 3 with 60 minutes of intensive instruction in a small group setting for no less than 6 weeks; or*
- 3. Refer to District-HEARTeam for request for assistance.(suspect other disability other than Learning Disabled)*

### TIER 3

Students who have NOT made adequate progress in Tier 2 during 8 weeks of instruction will move to Tier 3 for 60 minutes of small group, intensive instruction for no less than 6 weeks. Tier 3 is in conjunction with Tier 1. A targeted research-based intervention will be implemented by trained staff and monitored for fidelity by the HEARTeam, District HEARTeam and principal.

*If, after no less than 6 weeks, the student does not make adequate progress according to benchmark and mastery tests, the HEARTeam will meet with parent to recommend referral to the District HEARteam for request for assistance through IDEA.*

Should the HEARTeam and parent determine the student would benefit from assistance through IDEA, the team will follow the appropriate guidelines for requesting assistance through IDEA. The District team will review the data collected by the HEARTeam and determine if data is adequate and appropriate for IDEA referral.

### TIER 4

#### Special Education intervention

Mastery in Tier 4 is relative to the student's functioning level and determined by IEP goal setting and through results of comprehensive evaluations.

#### NOTE:

The HEARTeam request for assistance procedure is for **initial referrals only**. Students who have a current eligibility will go through the special education teacher for additional testing.

Students with obvious disabilities (other than Learning Disabled) will immediately go to the HEARTeam for request for assistance (with the appropriate paperwork completed).

## FEDERAL MANDATE

2007 IDEA regulations state:

In order for a student to be eligible for special education services, the student must meet the following eight standards.

- (1) evidence that underachievement in a child was not due to a lack of appropriate (the child's State approved grade level standards) scientifically validated instruction (instruction that has been researched using rigorous, well designed, objective, systematic, and peer reviewed studies) in reading and math;
  - (2) evidence that prior to, or as a part of, the referral process, the child was provided appropriate instruction in general education settings;
  - (3) evidence that instruction was delivered by appropriately trained personnel;
  - (4) databased documentation of repeated formal assessment of student progress during instruction (progress monitoring data) that has been collected and recorded frequently (a minimum of one data point per week in each area of academic concern);
  - (5) evidence that progress monitoring data was provided to the child's parents at a minimum of once every four and one half (4.5) weeks;
  - (6) evidence that, when provided scientifically validated instruction and appropriate interventions and learning experiences, the child did not achieve at a proficiency level or rate consistent with State approved grade level standards or with the child's age, in one or more of the following areas;
    - (a) oral expression,
    - (b) listening comprehension,
    - (c) written expression,
    - (d) basic reading skills,
    - (e) reading fluency skills,
    - (f) reading comprehension,
    - (g) mathematics calculation, and
    - (h) mathematics problem solving;
  - (7) evidence that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to State approved grade level standards, the child's age, or intellectual development that is determined to be relevant to the identification of a Specific Learning Disability (as defined in the definition of Specific Learning Disabilities); and
  - (8) evidence that the child's learning problems are not primarily due to Visual Impairment, Hearing Impairment, Orthopedic Impairment; Mental Retardation; Emotional Disturbance; limited English proficiency; environmental or cultural factors; motivational factors; or situational trauma (i.e., temporary, sudden, or recent change in the child's life);
- b. A child whose characteristics meet the definition of a child having a Specific Learning Disability may be identified as a child eligible for Special Education services if:
- (1) all the requirements of standards 2.a.(1) – 2.a. (8) have been met;

- (2) the evidence and documentation is evaluated and results verify that the characteristics exhibited by the child meet the definition of a Specific Learning Disability; and
- (3) documentation, including observation and/or assessment, of how Specific Learning Disabilities adversely impacts the child's educational performance in his/her learning environment.

Before a student is approved for referral to IDEA in Hardeman County, the student must first proceed through the HEART process as outlined in this manual. In order to meet eligibility for Special Education services, the student must meet the above eight standards as outlined by the Federal Government.

## **HEART STEPS TO RESPONSIVENESS TO INTERVENTION and REQUEST FOR ASSISTANCE**

1. \_\_\_\_\_ Student has been assessed with a universal screening tool.
2. \_\_\_\_\_ Student has been determined “at risk” and supported through Tier 1.
3. \_\_\_\_\_ Tier 1 student receives intervention through primary reading program (small group instruction, differentiated centers). Student is assessed through unit mastery tests (from core reading program) and data is recorded. Program is implemented by classroom teacher.
4. \_\_\_\_\_ ”At risk” (Tier 2) student receives intervention through small group direct instruction implemented by trained staff. Data is collected and documented. Intervention is a sequential program with weekly progress monitoring and implemented outside the 90 minute reading block. Parent is informed of progress and parent involvement is documented.
5. \_\_\_\_\_ Tier 2 student receives no less than 8 weeks of small group intervention before determining responsiveness to intervention.
6. \_\_\_\_\_ HEARTeam monitors Tier 2 student and communicates with parent and documents parent involvement.
7. \_\_\_\_\_ HEARTeam determines through valid data, responsiveness to intervention. (Form: HEARTeam Recommendation Form completed after 8 weeks of documented Tier 2 intervention).
8. \_\_\_\_\_ Lack of response documented through valid data indicates a need for Tier 3 or another round of Tier 2. After no less than 6 weeks, HEARTeam determines, through valid data, responsiveness to intervention. If student is making adequate progress, student continues with intervention until HEARTeam determines student intervention can be discontinued. If student progress is not adequate, continue to number 9 and complete HEARTeam Recommendation form)
9. \_\_\_\_\_ HEARTeam begins process for request for assistance by completing the following forms:
  - Request for Assistance documentation page
  - FORM A
  - FORM B

10.\_\_\_\_HEARTeam will compile the following information into one HEART folder:

Form A

Form B

Vision/Hearing Screening information

T-CAP information

Universal Screening information (documented on Timeline form)

Current grades and progress in Tier 1, Tier 2 and Tier 3.

Unit Mastery tests from Tier 1

Medical information (if applicable)

Intervention documentation from small group intervention(s)

Copy of cumulative record

Timeline documentation sheet

Documentation of parent involvement

Documentation of HEART meetings on student

Documentation of fidelity and effectiveness of instruction

HEARTeam Recommendation form(s)

11.\_\_\_\_HEARTeam will check the student folder for accurate and complete documentation.

12.\_\_\_\_HEARTeam will deliver the student folder to the District office for review by the district team. (Attention: Debbie Williams)

13.\_\_\_\_The District team will review the folder and determine if IDEA testing is appropriate.

14.\_\_\_\_The District Team will return the folder to the school indicating the need to **proceed with IDEA testing (proceed to number 15) OR the need for further information (proceed to number 16).**

15.\_\_\_\_Folder is referred to proceed with IDEA testing. The folder now becomes a part of the Special Education referral process. The HEARTeam continues referral process by completing all the appropriate special education referral forms and returns the entire folder to the District Office for testing. (Attention: Debbie DeBerry, county; Candyace Boyle, city) Please return folder to Central Office no more than 1 week after signature of consent.

16.\_\_\_\_Folder is in need of further information. The HEARTeam will compile the information that is missing from the folder and return to the District team as soon as possible for further review.

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## DEFINITIONS

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**Universal Screening:** In general, screening assessments occur at least three times per year, are school wide, use a broad index, and are used to identify students who are at risk and to inform school or class-wide instruction and curriculum decisions.

**Responsiveness to Intervention (RTI):** A multi-tiered service-delivery model using scientifically, research-based intervention. RTI is mostly viewed as a three-tiered model, similar to those used for service-delivery practices such as positive behavioral support. HEART is a product of RTI.

**Tier 1:** Refers to primary supports for students in the general education classroom.

**Tier 2:** Refers to secondary level interventions in specialized groups for at-risk students.

**Tier 3:** Additional interventions (with more time) in specialized groups for at-risk students.

**Tier 4/ Special Education:** Individualized interventions for students with intense disabilities.

**Progress Monitoring:** A set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum. Progress monitoring occurs at least once every three to nine weeks, often as frequently as weekly, twice weekly, or even daily. Results of progress monitoring provide data that can be used to make decisions about regrouping students or about continuing, revising, or changing an intervention.

### **Progress Monitoring in Tier 1:**

Progress Monitoring displays individual student growth over time, to determine whether the student is progressing as expected in the general curriculum.

### **Progress Monitoring in Tier 2 and in Tier 3:**

Progress monitoring is to determine whether the SBR intervention is successful in helping the student learn at an appropriate rate.

The following research-based recommendations are made to aid in timely decision making (best practice):

1. Assess student progress using CBM (curriculum Based measurement) once per week.
2. Chart results and analyze student progress regularly
3. Use preset rules to determine when a student is not adequately responding to an intervention.

### **Progress Monitoring in Tier 4/ Special Education:**

Progress monitoring provides systematic, reliable, and multiple data points that can inform eligibility determination decisions and subsequent development of specially designed instruction. As a part of an IEP, progress monitoring also provides information about student progress toward short-term objectives and annual goals. Mastery is relative to the student's functioning level and determined by IEP goal setting and through results of a comprehensive evaluation.

**Fidelity:** Fidelity of implementation is the delivery of SBR instruction in the way in which it was designed to be delivered. Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed. Direct and frequent assessment of an intervention for fidelity is considered to be best practice.

Specific proactive practices that help to ensure fidelity of implementation include the following:

1. Link interventions to improved outcomes (credibility)
2. Definitively describe operations, techniques, and components
3. Clearly define responsibilities for specific persons
4. Create a data system for measuring operations, techniques, and components
5. Create a system for feedback and decision making
6. Create accountability measures for non-compliance

**Scientific, research-based intervention:** Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, and includes research that:

1. Employs systematic, empirical methods that draw on observation or experiment,
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn,
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators,
4. Is evaluated using experimental or quasi-experimental designs,
5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. (NCLB, 20 USC 7707(b)(37))

**Obvious Disabilities:**

Mental Retardation  
 Other Health Impaired  
 Orthopedic Impaired  
 Autism  
 Developmentally Delayed  
 Traumatic Brain Injury  
 Deaf  
 Blind

## TIER 1 GUIDELINES

### Kindergarten – Fifth Grades

It is the intent of the Hardeman County Board of Education to ensure that:

1. all students are provided an opportunity to succeed in the regular education program; and,
2. all students receive a free and appropriate public education.

To ensure “best practice” strategies, the following guidelines will be implemented in the Hardeman County Schools:

Each Kindergarten through fifth grade reading class teacher will:

- Implement a 90-minute, **uninterrupted** reading block,
- provide whole group instruction, small group instruction and literacy centers grounded in the five elements of reading,
- Maintain good classroom management,
- use a research-based core reading program,
- Follow the research-based core reading pacing guide,
- Use research-based instructional strategies
- Differentiate instruction according to student needs,
- Drive instruction based on researched data
- Progress monitor student growth
- Have high expectations that their students will achieve
- Instruct with fidelity, integrity and effectiveness
- Document benchmark/mastery/progress monitoring on timeline form
- Encourage parent involvement

Purpose of Whole Group Instruction:

Introduce new concepts by following the program pacing guide which is a sequential, spiraling research- based program. Teachers will follow the pacing guide (for reading) and administer mastery benchmark test for the reading program as prescribed. Time spent in whole group instruction is based on the lesson for the day.

Purpose of Small Group Instruction:

Small group direct instruction will be the most critical time during the 90-minute reading block. Students will be grouped according to research-based data and the student’s developmental zone. Small

groups of students will meet with the teacher for direct explicit instruction. Teacher will reinforce, re-teach, provide intervention to close achievement gaps and/or provide academic enhancement. Time spent in small group is based on student needs and performance.

**Purpose of Centers:**

Literacy Centers give teachers the opportunity to meet with students in small groups. Students not meeting in small group will participate in literacy centers that are grounded in one or more of the reading components. Students are placed in centers heterogeneously. Centers must be purposeful and pre-taught to the students. Centers reinforce previous learning by adding additional practice. Centers teach students decision making skills and help in developing oral language through interaction with other students. It is recommended to have no more than 3 or 4 centers during the reading block rotation. Teachers will be accountable for the effectiveness of the centers. Students will be accountable for completing and mastering the center activities. Centers will provide differentiated instruction according to student needs.

The following pages will give examples on how to build the 90 minute block with small group instruction. Following these pages are the “Time Line” documentation forms for Tier 1, 2, and 3 for which teachers must be accountable.

## BUILDING SMALL GROUPS IN TIER 1 INSTRUCTION

The number of times a teacher is able to see students in small group are dependent on the number of groups the teacher has. Small groups are based on data obtained from the universal screening (AIMS). Small groups will obviously change constantly because student's level of performance is constantly changing. (This will be documented through progress monitoring). Obviously, seeing all students each day in small group is best and recommended. By following this practice, the teacher is able to “firm-up” and challenge the benchmark students and re-teach and provide intervention to the other students. FOR EXAMPLE:

Instruction	Range of Time	Class Configuration	Ex. Of instruction
INITIAL 90 MINUTE DAILY	15 – 30 MINUTES Based on instruction for the day	WHOLE GROUP	Core Reading Program <b>Phonemic Awareness:</b> Manipulating sounds Segmenting sounds Blending sounds <b>Phonics &amp; Fluency</b> Sound-letter relationships Blending & decoding Dictation <b>Vocabulary &amp; Comprehension</b> Pre-reading strategies Reading Post reading
SMALL GROUP INSTRUCTION	45 – 60 MINUTES	SMALL GROUP 15 – 20 minutes per group: M-F  Session 1: intensive Session 2: intensive/strategic Session 3: benchmarked  (Teacher pull students from centers to make small groups for instruction)	<b>Group 1 Center:</b> segment sounds with Elkonin Boxes <b>Group 2 center:</b> word building with letters and pockets <b>Group 3:</b> re-read the decodable book  (Students are mixed together from high to low performing)

According to data, a teacher may be unable to have just three groups for small group instruction. Based on data, the teacher may need to implement five groups. (Research indicates that intensive students need to be in groups of no more than 3-5 students.) In this case, the following is an example of how a teacher may implement 5 small group sessions.

Instruction	Range of Time	Class Configuration	Ex. Of instruction
INITIAL 90 MINUTE DAILY	15 – 30 MINUTES Based on instruction for the day	WHOLE GROUP	Core Reading Program <b>Phonemic Awareness:</b> Manipulating sounds Segmenting sounds Blending sounds <b>Phonics &amp; Fluency</b> Sound-letter relationships Blending & decoding Dictation <b>Vocabulary &amp; Comprehension</b> Pre-reading strategies Reading Post reading
SMALL GROUP INSTRUCTION	45 – 60 MINUTES	SMALL GROUP 15 – 20 minutes per group: Small group size can vary. Intensive students should be in groups no larger than 3-5 students. Session M T W TH F 1 1 4 2 5 3 2 2 5 3 1 4 3 3 1 4 2 5	<b>Group 1 Center:</b> segment sounds with Elkonin Boxes <b>Group 2 center:</b> word building with letters and pockets <b>Group 3:</b> re-read the decodable book

Students are receiving small group instruction 3 times per week because the data dictates that the teacher have five different small groups in order to meet the student's needs. The key is consistency and that everyone receives small group instruction, which may not happen daily because of what data dictates. Instruction MUST be driven by DATA.

Hardeman County School System  
HEART Process  
Time Line Documentation

**Kindergarten**

STUDENT

NAME:

\_\_\_\_\_SCHOOL YEAR:\_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE \_\_\_\_\_ DOB \_\_\_\_\_

UNIVERSAL SCREENING DATE (Fall) \_\_\_\_\_ % LNF \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

UNIVERSAL SCREENING DATE (Winter) \_\_\_\_\_ % LNF \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % LSF \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % PSF \_\_\_\_\_ / \_\_\_\_\_  
Corrects errors

UNIVERSAL SCREENING DATE (Spring) \_\_\_\_\_ % LNF \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % LSF \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % PSF \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

TIER 1 INSTRUCTOR \_\_\_\_\_

CORE READING PROGRAM: Harcourt Trophies

INTERVENTIONS: \_\_\_\_\_

UNIT MASTERY TESTS: (From core reading program)

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

TIER 2 and/or TIER 3 Information on back if student qualifies.

TIER 2 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
Pre-Test source \_\_\_\_\_

### PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

TIER 3 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
Pre-Test source \_\_\_\_\_

### PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

Hardeman County School System  
HEART Process  
Time Line Documentation

**First Grade**

STUDENT

NAME: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE \_\_\_\_\_ DOB \_\_\_\_\_

UNIVERSAL SCREENING DATE (Fall) \_\_\_\_\_ %

LNF	_____ / _____
corrects	errors

\_\_\_\_\_ %

LSF	_____ / _____
corrects	errors

\_\_\_\_\_ %

PSF	_____ / _____
corrects	errors

\_\_\_\_\_ %

NSW	_____ / _____
corrects	errors

UNIVERSAL SCREENING DATE (Winter) \_\_\_\_\_ %

PSG	_____ / _____
corrects	errors

\_\_\_\_\_ %

NSW	_____ / _____
Corrects	errors

UNIVERSAL SCREENING DATE (Spring) \_\_\_\_\_ %

NSW	_____ / _____
corrects	errors

\_\_\_\_\_ %

R-CBM	_____ / _____
corrects	errors

TIER 1 INSTRUCTOR \_\_\_\_\_

CORE READING PROGRAM: Harcourt Trophies

INTERVENTIONS: \_\_\_\_\_

UNIT MASTERY TESTS: (From core reading program)

Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____

TIER 2 and/or TIER 3 Information on back if student qualifies.

COMMENTS:

TIER 2 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
Pre-Test source \_\_\_\_\_

#### PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

TIER 3 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
Pre-Test source \_\_\_\_\_

#### PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

# Hardeman County School System

## HEART Process

## Second Grade

# Time Line Documentation

STUDENT

NAME: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE \_\_\_\_\_ DOB \_\_\_\_\_

UNIVERSAL SCREENING DATE (Fall) \_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

UNIVERSAL SCREENING DATE (Winter)\_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
correctserrors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
correctserrors

UNIVERSAL SCREENING DATE (Spring)\_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
correctserrors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
correctserrors

TIER 1 INSTRUCTOR \_\_\_\_\_

CORE READING PROGRAM: Harcourt Trophies

INTERVENTIONS: \_\_\_\_\_

**UNIT MASTERY TESTS:** (From core reading program)

Date\_\_\_\_\_ Score\_\_\_\_\_      Date\_\_\_\_\_ Score\_\_\_\_\_

Date\_\_\_\_\_ Score\_\_\_\_\_ Date\_\_\_\_\_ Score\_\_\_\_\_

Date\_\_\_\_\_ Score\_\_\_\_\_      Date\_\_\_\_\_ Score\_\_\_\_\_

Date\_\_\_\_\_ Score\_\_\_\_\_ Date\_\_\_\_\_ Score\_\_\_\_\_

TIER 2 and/or TIER 3 Information on back if student qualifies.

COMMENTS:

TIER 2 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
Pre-Test source \_\_\_\_\_

**PROGRESS MONITORING:**

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

TIER 3 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
Pre-Test source \_\_\_\_\_

**PROGRESS MONITORING:**

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work sa

NAME: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

UNIVERSAL SCREENING DATE (Fall) \_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

UNIVERSAL SCREENING DATE (Winter)\_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

UNIVERSAL SCREENING DATE (Spring) \_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

CORE READING PROGRAM: Harcourt Trophies

### UNIT MASTERY TESTS: (From core reading program)

Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____

COMMENTS:

TIER 2 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
 Pre-Test source \_\_\_\_\_

**PROGRESS MONITORING:**

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

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TIER 3 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
 Pre-Test source \_\_\_\_\_

**PROGRESS MONITORING:**

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

## TIME LINE DOCUMENTATION GUIDELINES:

Each teacher will complete a time line documentation form on each student in the teacher's classroom.

Universal Screening information will be updated after each benchmark assessment.

Mastery of core reading assessments will be given according to the reading pacing guide and documented on this form.

Tier 2 and 3 will be documented on this form along with documentation of parent involvement.

Form will always be up-to-date with information in the event that parent, HEARTeam and/or administrator request to review student achievement.

## TIER 2 GUIDELINES

### Kindergarten – Fifth Grade

If the regular education teacher's attempts to improve the academic success of the students are not producing desired results and this is documented through research-based instruction and evidence of non-mastery through benchmark assessments, progress monitoring and universal screening, the students in question will receive small group direct instruction intervention outside the 90 minute reading block with a targeted intervention that is research-based and administered with fidelity.

To ensure “best practice strategies”, Hardeman County Schools will implement the following Tier 2 guidelines:

Students scoring in the 10th percentile or below on the universal screening tool (AIMS), will be considered “at risk” and receive an additional 30 minutes of small group instruction implemented by trained personnel.

The school HEARTeam may convene at any time and determine other students (scoring above the 10<sup>th</sup> percentile) that may benefit from Tier 2 instruction.

TIER 2 will:

- be implemented by trained personnel or a certified teacher,
- use a targeted research-based program,
- be driven by data (based on AIMS)
- be a continuum of Tier 1 instruction

TIER 2 Teacher will:

- progress monitor once every two weeks or once a week
- document student performance daily
- use explicit lesson plans
- meet with HEARTeam to discuss progress of student

The following pages are objectives for the 5 elements of reading for Kindergarten and First grade levels. Teachers may use these forms to document mastery or non-mastery of a skill. . (Forms from Florida Center for Reading Research)

## KINDERGARTEN

HEART:EMPOWERING STUDENTS TO ACHIEVE THROUGH INTERVENTION  
STUDENT PROGRESS RECORD FOR PHONEMIC AWARENESS

STUDENT NAME: \_\_\_\_\_

[illegible]

[illegible]

HEART: EMPOWERING STUDENTS TO ACHIEVE THROUGH INTERVENTION  
STUDENT PROGRESS RECORD FOR VOCABULARY

STUDENT NAME: \_\_\_\_\_

[illegible]



[illegible]





[illegible]

Teach, model, and provide opportunities for students to:

[illegible]



[illegible]

[illegible]





[illegible]







## DOCUMENTATION OF INTERVENTION SCHEDULE

(To be used with Tier 2 and Tier 3 Intervention Program)

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_

Intervention Program \_\_\_\_\_ TEACHER \_\_\_\_\_

Beginning Date\_\_\_\_\_Ending Date\_\_\_\_\_

[illegible]

## **FIDELITY CHECK LOG**

**The Hardeman County Board of Education believes that in order for children to become successful readers, teachers must be effective instructors. The purpose of fidelity checks are to ensure that students are receiving the best education and to ensure that lack of instruction is not the cause of gaps in a student's learning. The HEARTeam Chairman in each school, along with principal and Board Administration will be responsible for checking teacher instruction for validity, fidelity and effectiveness. The procedure for checking validity, fidelity and effectiveness are as follows:**

**HEARTeam Chairman will maintain a fidelity check log on each teacher and:**

- 1. Chairman, principal and/or administrators will conduct walk-throughs on classrooms daily at the beginning of the school year to document proper routine, procedure, classroom management, student performance and effectiveness of instruction.**
- 2. Classrooms receiving excellent marks will not need to be checked as frequently after the beginning of the school year. Classrooms receiving less than excellent marks will continue to receive walk-throughs daily.**
- 3. Tier 1, Tier 2, Tier 3, and Tier 4 teachers will have walk-throughs conducted.**

### **PROCEDURE FOR LESS THAN EXCELLENT CLASSROOMS:**

- 1. Chairman and principal will conference with the teacher, documenting on the supplied form. This meeting will be relaxed and a time for the teacher to give his/her concerns. All parties will sit face to face with no desk in between. Teacher strengths will be pointed out at the beginning of the meeting. Teacher will be given time to voice concerns and any need for help. Using the log,**

Chairman or principal will point out concerns observed in the classroom. The group will collaborate on what action may be taken to improve the effectiveness of instruction in the classroom. Everyone will sign-off on the documentation form.

2. Fidelity checks will continue in the classroom daily. If, after several days, the teacher continues to have difficulty, set-up a second conference with the teacher. Always point out strengths of the teacher. Using the documentation form, provide time for the teacher to voice concerns. Explain to the teacher the areas of need that are observed. Set-up a time for the teacher to observe two excellent classrooms. The teacher will be asked to take notes on what she/he observes and write down techniques that will benefit his/her classroom instruction.
3. Meet with the teacher after observations have been completed. Discuss what the teacher has noted and how the teacher may use techniques in his/her classroom. Through collaboration, write an action plan for the teacher to follow. (Always document and sign-off on documentation form.)
4. Allow the teacher a few days to incorporate the action plan. After a few days, conduct walk-throughs daily.
5. Set-up conference with the teacher after several walk-throughs have been conducted. If there is marked improvement. Praise the teacher and continue to give her support. (Document) If there is no marked improvement, the teacher will be provided a coach to demonstrate and model in the classroom and to help the teacher. Explain to the teacher the coach's role. (Document and sign-off)
6. Walk-throughs will continue to be conducted and coaching will be provided as necessary.
7. Meet with the teacher often to provide support and encouragement.
8. Document every meeting and the action taken at the meeting.

**HEART Fidelity Check Log**  
(For Use with Tier 1, Tier 2 and Tier 3)

**Teacher/Interventionist:**\_\_\_\_\_

**Program/Intervention:**\_\_\_\_\_ **Tier:**\_\_\_\_\_

Date	Time Of Observ ation	Whole Or Small W /S	Academic Performance Of students + / -	Student Behaviors + / -	Effectiveness Of Instruction + / -	Effectiveness Of Centers + / -	Comments	Observer initials

**Hardeman County Fidelity Check Rubric: RTI - Tier 1**

Administrator/School:

Teacher:

Date :

Time:

large group

Focus	Criteria		
	1	2	3
<b>Structure of Block</b>	Difficult to tell where class is in block / structure fragile / Not in block / Not in room	Teacher and students moving toward appropriate places and tasks / settling into block routine	Teacher and students in appropriate locations with most engaged in appropriate tasks
<b>Large Group Instruction</b>	Teacher not directly teaching students /at desk /not standing / not moving among students / not in classroom / Students not in seats	Teacher in front of students, explaining strategy / Students in seats / No action except teacher talking, students listening	Teacher in front of students enthusiastically explaining strategy talking using supportive techniques (whiteboard, charts, overhead, projector)
<b>Small Group Instruction</b>	Teacher not at small group table./ No small group instruction occurring. /Materials not at hand; teacher appears unprepared.	Small group instruction occurring. / Students listening, teacher talking. / Students reading individually one at a time.	Teacher and students talking./ Appropriate materials being used Focus on small group./ Student reading aloud using various methods
<b>Centers</b>	Centers available/ not differentiated/ not varying in activities/ students seem slightly engaged	centers available/ some differentiation/ some variety in activities/ students engaged	centers available/ differentiation a variety seen/ students actively engaged in learning
<b>Overall Effectiveness of Block for Student Learning</b>	Not effective; structure lacking; teaching instruction lacking; students not engaged	Effective but very plain / not differentiated/ many students not engaging/	Effective with some differentiation teacher and students involved in learning/ medium energy level

**Comments:**

**HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM**

**Teacher Fidelity Conference**

**Meeting Documentation**

TEACHER: \_\_\_\_\_ Date: \_\_\_\_\_ Gr. \_\_\_\_\_

**CONFERENCE NOTES:**

Strengths: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Areas in need: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ACTION TAKEN:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal	_____	date	_____
HEARTeam Chairperson	_____	date	_____
Teacher	_____	date	_____
Other Designee	_____	date	_____

Copy: Teacher  
Principal  
HEARTeam Chairperson

## PEER COACHING

**Coaching provides onsite support and guidance. Coaches work collaboratively with teachers to set professional goals for developing, extending, and improving effective research-based instructional skills, strategies, and practices.**

**Coaches are NOT evaluators. The coach will take an active role in helping the classroom teacher improve reading instruction and intervention. The coach will:**

- Share expertise through training and in-class support**
- Demonstrate lessons**
- Observe teacher's practices and provide feedback**
- Help teachers to use data to inform instruction**

**Teachers must see the coach as a valuable resource with a solid understanding of the reading program and of reading instruction using research-based strategies.**

**The following coaching guidelines will be implemented in the Hardeman County Schools:**

**Coaches will:**

**Create a positive climate and establish rapport with the teacher.**

**Never enter a classroom and begin coaching if the teacher is not informed of the coach's role.**

**Teach a demonstration lesson only if the lesson has been prepared and will provide a good model.**

## **Demonstrating Lessons:**

- 1. Before entering the classroom, obtain the lesson that will be modeled in order to be prepared to demonstrate if necessary.**
- 2. If coach is not prepared to teach the entire lesson, select parts of the lesson to demonstrate. Discuss with the teacher the tasks/formats you will demonstrate.**
- 3. As coach prepares to position her/himself in front of the students, advise the teacher where he or she should sit. Do not assume the teacher will just find a place. Be sure to have the teacher seated close enough to observe the students.**
- 4. If the teacher leaves the room during the lesson, stop teaching. Tell the teacher, “The students are waiting for you to come back and watch them.” If possible, the coach will praise the teacher and students for specific positive behaviors. For example:  
“Your teacher has arranged your chairs just right.” OR  
“Your teacher is very organized; all of your materials are ready.”**
- 5. End demonstrations with positive comments such as:  
“You are going to be super learners.”**
- 6. After the class, give the teacher feedback.**

### **DURING A DEMONSTRATION LESSON, THE TEACHER PAYS CLOSE ATTENTION TO THE DELIVERY OF THE LESSON, ESPECIALLY THE FOLLOWING:**

- 1. How does the Coach integrate student’s prior knowledge and skills?**
- 2. How is learning made visible and broken down into steps?**
- 3. How does the coach use scaffolding?**
- 4. How does the coach pace the instruction?**
- 5. What instructional techniques are used to ensure students have frequent opportunities to respond?**

## INTERVENING COACHING:

After entering the classroom, ask the teacher:

“May I team teach with you if we find the students are having difficulty” OR  
 “If we see a place in the lesson that the students are experiencing difficulty,  
 would you like for me to jump in and take over”?

1. Position yourself close to the teacher (the coach needs to be able to see both the teacher and the students.
2. When you take over as a coach, begin with (for example): “Your teacher is very organized”. OR “Students, you are doing a very good job of answering”. OR “Students, you are listening so well.”
3. At the time of your intervening, walk or turn quickly to the teacher. Ask: “May we pause for a moment?”
4. Let the students know that you are going to talk with the teacher for a minute. Assign the students to a simple task, for example: think of three words that start with the sound\_\_\_\_\_, etc.
5. Quickly and softly, describe the behavior that is causing a problem for student learning.
6. Give the teacher a quick rationale for the change. **KEEP THE EXPLANATION BRIEF!**
7. After you have described the needed change, ask the teacher, “Would you like to teach the task or would you like for me to teach the students?”
8. Praise the students for being quiet while you were talking to the teacher, give a quick statement about what will happen next. For example: “Thank you for letting me talk with your teacher. We are going on with the lesson, etc.” **PRAISE A LOT!**
9. After your demonstration of the intervening step, return the book to the teacher, and encourage the teacher to repeat the teaching behavior. In

some cases, depending on the age of the students, it is advantageous to let the students know the change you are making and why. For example:  
 “Students, you are having difficulty with this sound. The sound is \_\_\_\_\_. Say it with me as long as I touch it.”

10. Praise the teacher for attempting the change. If the teacher taught acceptably, proceed. If not, have the teacher try the intervening step one more time. If the teacher is still having difficulty, practice this AFTER the lesson is over. Reassure the teacher that you will review the steps with her/him. NEVER EMBARRASE A TEACHER IN FRONT OF THE STUDENTS!

#### INTERVENING COACHING STEPS - P - PADIT

- P - May we PAUSE
- P - PRAISE the teacher and the students
- A - ASSIGN the students an activity
- D - DESCRIBE the needed change
- I - Would you like for me (I) to teach, or would you like to try
- T - TEACHER tries to successfully teach the task

**The persons being coached are responsible for their own learning.**

#### WHEN MEETING WITH THE TEACHER: USE SOLER POSITION

- S** - SIT squarely in front of teacher.
- O** - Maintain OPEN position. No crossed arms, no angry expressions
- L** - LEAN forward slightly.
- E** - Maintain EYE contact.
- R** - RELAX as much as possible

PRAISE

GIVE CONSTRUCTIVE FEEDBACK

PRAISE

## PROMOTE PRODUCTIVE COMMUNICATION

1. Listen attentively
2. Use Objective, non-evaluative language
3. Match body language to verbal communication
4. Paraphrase to demonstrate understanding
5. Ask questions to clarify
6. Encourage teacher self-analysis through reflective questioning

## PRIORITIZING PROBLEM AREAS:

1. Physical set-up of classroom
2. Classroom management
3. Following core reader pacing guide
4. Instruction driven by data
5. Students engaged and responding
6. Small group instruction based on student needs
7. Centers grounded in the elements of reading
8. Differentiation
9. Documentation
10. Parent Engagement

Coaches may make available the following form for teachers to request assistance.

## TEACHER REQUEST FOR ASSISTANCE

**To:** \_\_\_\_\_

**From:** \_\_\_\_\_ **Room:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**I would like assistance with the following:** (circle areas needing assistance)

Phonemic awareness   Phonics   fluency instruction   vocabulary   comprehension   differentiated instruction  
 Small group   whole group   literacy centers   delivering effective instruction

**List other concerns:**

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## TEACHER REQUEST FOR ASSISTANCE

**To:** \_\_\_\_\_

**From:** \_\_\_\_\_ **Room:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**I would like assistance with the following:** (Circle areas needing assistance)

Phonemic awareness   Phonics   fluency instruction   vocabulary   comprehension   differentiated instruction  
 Small group   whole group   literacy centers   delivering effective instruction

**List other concerns:**

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## **PROGRAMMING**

**The Hardeman County Board of Education understands that in order for a teacher to be effective and successful, the teacher must understand the purpose of what he/she is doing and the teacher must believe he/she possesses the skill in which to be successful. The Hardeman County Board of Education will provide to teachers strategic, systematic professional development that will prepare teachers in the five essential components of reading instruction, research-based instructional strategies, differentiated instruction, literacy centers, research-based interventions, how to interpret assessment data, and how to use data to drive instruction. Professional Development will be ongoing throughout the year.**

**Hardeman County has adopted the following research-based programs for reading instruction.**

**UNIVERSAL SCREENING TOOL: AIMSWEB CBM Components**

**PROGRESS MONITORING TOOL: AIMSWEB Probes**

- |                |   |
|----------------|---|
| <b>TIER 1:</b> | <b>Harcourt Trophies</b><br>Mastery Assessments according to pacing guide   |
| <b>TIER 2:</b> | <b>Harcourt Trophies Intervention Component</b><br>Research-based strategies will be implemented according to needs of the students (based on data)<br>SRA Reading Mastery Signature (Kindergarten Tier 2 Intervention) |
| <b>TIER 3:</b> | <b>Smaller grouping, more intensive instruction using a problem solving approach based on data</b>  |
| <b>TIER 4:</b> | <b>Special Education Programming</b><br>Reading Mastery Signature   |

## HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM RECOMMENDATION FORM

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STUDENT \_\_\_\_\_ DOB \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

TEACHER \_\_\_\_\_

PARENT \_\_\_\_\_ DATE \_\_\_\_\_

Dates of Tier 2 / 3 intervention process: \_\_\_\_\_ to \_\_\_\_\_

The School's HEARTeam has monitored intervention on the above named student for 8 or more weeks. The HEARTeam recommends that this student:

\_\_\_\_\_ Progress indicates that student no longer needs Tier 2 intervention.

\_\_\_\_\_ Continue with intervention in reading in the Tier 2 setting for another 8 weeks. After this time, the file will be reviewed again.

\_\_\_\_\_ Begin more intensive intervention with Tier 3 by adding additional time to instruction (to be reviewed again in six weeks).

\_\_\_\_\_ Begin procedures for request for assistance through IDEA.

The parent has been notified and understands the procedure recommended and agrees with the recommendation.

Team signatures (including parent if available)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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DISTRICT  
HEARTeam  
PACKET  
REQUEST FOR ASSISTANCE

STUDENT\_\_\_\_\_

SCHOOL\_\_\_\_\_

TEACHER\_\_\_\_\_

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HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM

Request for Assistance – Documentation

Name of Student \_\_\_\_\_ DOB \_\_\_\_\_

Request Made by: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Purpose of Request for assistance:

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Conference Notes:

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\_\_\_\_\_  
HEARTeam Chairman

\_\_\_\_\_  
Date

\_\_\_\_\_  
Person making request

\_\_\_\_\_  
Date

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STUDENT: \_\_\_\_\_ Date: \_\_\_\_\_

TEACHER: \_\_\_\_\_ Grade: \_\_\_\_\_

\_\_\_\_\_parent invited to attend

CONFERENCE NOTES:

**ACTION TAKEN BY TEAM:**

HEARTeam Signatures:

HEART Chairman

Student's Regular Ed Teacher

Parent

HEART Member

HEARTMember

\_\_\_\_\_ HEART Member

## STUDENT PROFILE – FORM A (1 of 5 pages)

### HARDEMAN EMPOWERING ACHIEVEMENT RESPONSE TEAM

The HEARTeam's notations should be based on fact, observation, and the student's records. Inferences and opinions should be so noted.

STUDENT \_\_\_\_\_ DOB \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_  
 TEACHER(Tier 1) \_\_\_\_\_  
 TEACHER (Tier 2) \_\_\_\_\_  
 DATE \_\_\_\_\_

#### EDUCATIONAL EXPERIENCES:

Early Childhood educational experiences: Pre-school \_\_\_\_\_  
 Headstart \_\_\_\_\_  
 Other \_\_\_\_\_

Number of Schools attended during the last three years: \_\_\_\_\_

Grades retained: \_\_\_\_\_

Has student ever been eligible for Special Education \_\_\_\_yes\_\_\_\_no

If so, date of eligibility \_\_\_\_\_ Date of termination: \_\_\_\_\_

Is student currently receiving: \_\_\_\_Speech \_\_\_\_OT \_\_\_\_PT \_\_\_\_Counseling

#### History of Absences:

Successes in the regular education program: (A review of the cumulative record may be appropriate as well as speaking to previous teachers and/or parents.)

Deficiencies in the regular education program:

**HOME AND COMMUNITY ENVIRONMENT (Form A page 2 of 5)**

Please describe what you know to be true regarding the following.

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Parent/ Family Support:

Living Conditions:

Availability of school supplies:

Relationship with parents/family/siblings:

Relationship with peers:

**PARENTAL/FAMILY SUPPORT:**

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Number and purpose of conferences:

Parent/family response to conferences:

How has parent/family attempted to help at home:

Level of parent/family involvement in school:

MEDICAL/PHYSICAL/PSYCHOLOGICAL INDICATORS: (Form A page 3 of 5)

Present or previous major illnesses:

List medications if applicable:

Date of last medical exam:

Results of medical exam if applicable:

Date/ Results of previous psychological evaluation if applicable:

Emotional problem indicators:

Behavioral problem indicators:

SUCCESS FACTORS:

Self-image / self-esteem:

Stress functioning:

Attention Span:

Persistence:

Ability to work independently:

(Form A page 4 of 5)

Self-control:

Please list skills or lack of skills in the following areas:

**Basic Sight Words:**

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**Comprehension:**

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**Oral Communication**

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**Writing**

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(Form A page 5 of 5)

**Basic Math Facts:**

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**Listening Skills:**

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**Use of Calculator:**

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**Problem Solving:**

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**Please attach copy of cumulative record grades and current grades.**

STRATEGIC  
INSTRUCTIONAL  
VARIATIONS  
FORM B

STUDENT:\_\_\_\_\_

GRADE:\_\_\_\_\_

SCHOOL:\_\_\_\_\_

## CHECKLIST (Form B page 1 of 3)

The following lists of strategic instructional variations are recommended for consideration and implementation by the regular education classroom teacher prior to making a request for assistance through IDEA. Please attach appropriate documentation of the instructional strategies you have tried in your classroom and intervention program(s).

- ☐ Form A is reviewed and appropriately completed (*please attach*)
- ☐ A clear specific problem has been identified (*please indicate*)  
Specific Problem: \_\_\_\_\_
- ☐ Mastery tests (Tier 1) have been administered and data collected (*please attach*)
- ☐ Progress Monitoring (Tier 2,3) has been administered and data collected. (*please attach results*)
- ☐ Universal screening (AIMS) has been administered (*please attach results*)
- ☐ T-CAP results attached (if applicable)

## TIER 1: Regular Classroom Instruction

### CLASSROOM ARRANGEMENT

Please indicate the strategies that have been implemented.

- ☐ Room/desk arrangement
- ☐ Student's classroom location
- ☐ Diversified instructional group

### INSTRUCTIONAL ENVIRONMENTS

- ☐ Large group
- ☐ Differentiated small skill group
- ☐ One on one instruction
- ☐ Tutor
- ☐ Computer programming (*List computer program:* \_\_\_\_\_)
- ☐ Other \_\_\_\_\_

### APPLICATION OF INSTRUCTIONAL STRATEGIES

- ☐ Teacher modeling (explains, demonstrates, thinks aloud)
- ☐ Guided Practice (teacher/student practice, scaffolding, share groups)
- ☐ Independent practice (student applies strategy on his/her own)

## TIER 2/3 INTERVENTION STRATEGIES (Form B page 2 of 3)

- \_\_\_ Student receives small group (Tiered ) instruction  
     *(Please indicate number of students in group: Tier2:\_\_\_/Tier3:\_\_\_)*
- \_\_\_ Scientifically research based program and/or strategies are implemented
- \_\_\_ Direct, explicit instruction is implemented
- \_\_\_ On-going progress monitoring (data attached)
- \_\_\_ Records indicating regular review and/or modification of intervention effectiveness
- \_\_\_ Communication with parents documented

Please state briefly how this student performed compared to the other students in the small group setting:

Please state briefly how this student worked with guided practice:

Please state briefly how this student worked with independent practice:

(Form B page 3 of 3)

The listed strategies have been implemented in Tier 1, Tier 2 and/or Tier 3 of the HEART procedure. Strategies have been implemented with fidelity and results documented with parent involvement.

Tier 1 Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Tier 2 Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Tier 3 Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

HEARTeam Chairperson Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## DISTRICT- HEARTeam REVIEW

Student File Reviewed: \_\_\_\_\_

School: \_\_\_\_\_

Date received: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

The District HEARTeam has reviewed the attached Student Request for Assistance Packet for the above named student. The following action was taken by the D-HEARTeam.

**The assistance packet is being returned to the referring school for the following action to be taken upon receipt of the returning packet.**

\_\_\_\_\_ **Additional information is needed in order to make a decision. Please see the attached note.**

\_\_\_\_\_ **The intervention plan is not adequate. Please re-submit after appropriate, adequate intervention.**

\_\_\_\_\_ **Progress Monitoring data is not adequate. Please re-submit after adequate data points have been documented.**

\_\_\_\_\_ **Based on the information provided, student should continue with Tier (1), (2), (3) intervention at this time. Please re-submit in \_\_\_\_\_ weeks.**

\_\_\_\_\_ **Hearteam should proceed with the referral process for Special Education testing. Upon completion, compile ALL information in this file and submit to Debbie Deberry for county students or Candyace Boyle for City students. (Please submit to psychologist within one week after consent for testing has been signed.)**

\_\_\_\_\_ **Other: \_\_\_\_\_**

**Comments:**

# **H E A R T**

## **PARENT ENGAGEMENT GUIDELINES**

- 1. Parents will receive information regarding the HEART process at the beginning of each school year.**
- 2. Parents will receive information regarding AIMSweb testing at the beginning of each school year.**
- 3. Parents will be informed of AIMSweb results after each benchmark testing (3 times per year).**
- 4. Parents will be informed if their child is considered “at risk”.**
- 5. Parents will be informed that an “at risk” child will receive several weeks of intensive intervention to try to close the achievement gaps in the child’s learning process.**
- 6. Parents will be informed every month or two weeks or weekly on the “at risk” child’s progress. (Teacher will do progress monitoring for research-based data).**
- 7. Parents will be invited to every HEARTeam meeting regarding their child and the child’s educational plan. (It is the parent’s option whether to attend. The meeting will take place regardless if the parent comes or not. The parent will be sent documentation of the meeting results.)**
- 8. All parent engagement will be documented**

### **WHAT TO DO IF THE PARENT INSISTS ON SPECIAL EDUCATIONAL TESTING BEFORE ADEQUATE INTERVENTIONS HAVE TAKEN PLACE...**

- 1. Explain to the parent the purpose of the HEART procedure.**

#### **PURPOSE:**

**Instruction is monitored carefully to assure that instruction in the regular classroom allows students to be proficient and that instruction is based on research-based data on (your child’s needs).**

**“Let’s call in the teacher and take a look at how (your child) is doing based on the data.”**

**If this child is intensive/strategic according to data, teacher should have already started an intervention process (either in small**

group or in Tier 2/3 and parent should have already been informed).

#### **THINGS TO DISCUSS:**

**How long has student been receiving intervention?**

**What does the progress monitoring scores look like?**

**What does instruction documentation look like?**

**If intervention was not working, did the HEARTeam change the intervention?**

**Does the parent understand that the child is receiving extra help (which is what would take place if he/she were in special education)?**

**If the student has been in intervention for the amount of time noted in the HEART manual; and, has made no progress, the parent has legitimate concerns. Obviously, it time for other options to be considered.**

**If the student has not been in intervention for the amount of time noted in the HEART manual, explain to the parent that the district would like to have adequate time to try to close the gaps in the student's learning. The district is providing intervention which is exactly what he would get if he were in special education. The district will "up" the progress monitoring to every week or twice a week to document if the student is making progress and the district will keep the parent informed weekly. (Give the parent a date on when the intervention process will be complete (according to the HEART manual) ). At that time, the team and the parent will meet to discuss what is the best option for this student.**

## **IF THE PARENT STILL INSISTS ON SPECIAL EDUCATION TESTING...**

**Have the parent sign the “request for assistance” form. Document why the parent wants testing and what the school is going to do. (Intensive intervention with progress monitoring) The parent will be informed weekly of progress from classroom teacher (small group instruction) and from the interventionist (Tier 2 or 3). This is the beginning of the referral process. This process is mandated by Federal and State Government. It is the only avenue to take in order to receive special education services.**

**This avenue is for SUSPECTED LEARNING DISABILITIES only. If the team feels that other disabilities are suspected, such as mental retardation, and this is confirmed through data, the student will receive intervention through general education until testing through special education and IEP determines the correct placement for the student. Referral process for other disabilities other than learning disabled will be according to the special education procedures.**

# H E A R T & OBVIOUS DISABILITIES

Students with obvious disabilities (other than Learning Disabled) will immediately go to the HEARTeam for request for assistance.

The HEARTeam will provide the teacher with the appropriate paperwork which is to be completed and turned back over to the HEARTeam.

Documentation to be completed by the teacher:

Timeline documentation – Universal Screening data

Core Reading program mastery data

Form A

Form B (If the strategies do not apply, indicate why)

For example: Tier 2 and 3 have not been implemented at this time because an obvious disability is suspected and the team is asking for immediate testing.

Packet of work samples from the student (that has been dated)

Documents to be completed by HEARTeam Chairperson:

Request for Assistance

Documentation of any meetings taking place regarding this student

A brief letter to the district HEARTeam indicating why this student is bypassing the original HEART procedure

HEARTeam Chairperson:

Compiles the above with the letter to the district HEARTeam on the top.

Deliver the packet to Debbie Williams at Central Office for district Hearteam review.

**DISTRICT HEARTeam:**

Reviews the packet to determine if information is complete and student meets criteria for special education testing.

The District team will return the packet to the HEARTeam chairperson indicating to proceed with special education referral , OR, follow another avenue which will be specified.

**HEARTeam Chairperson:****FOR REFERRAL TO SPECIAL EDUCATION:**

Follow the referral process for special education which is indicated in this packet.

# **SPECIAL EDUCATION REFERRAL PROCESS**

**HARDEMAN EMPOWERING ACHIEVEMENT  
RESPONSE TEAM**

**REFERRAL PROCESS FOR  
SPECIAL EDUCATION  
For Grades K-5 & Other Disabilities**

DATE	PROCEDURE
_____	<p>District HEARTeam determines if HEART folder is complete and interventions are appropriate.</p> <p>District team returns the HEART folder to the school HEARTeam to proceed with the IDEA process.</p>
_____	<p><b><u>School HEARTeam with Parent at Meeting</u></b></p> <ol style="list-style-type: none"> <li>1. Give “Rights” and “Prior Written Notice to parent(s)</li> <li>2. Obtain parental consent for evaluation</li> <li>3. Conduct Parent Interview for Social History</li> <li>4. Fill out Environmental/Cultural Worksheet</li> </ol>
_____	<p><b><u>Instructional Staff to Complete</u></b></p> <ol style="list-style-type: none"> <li>1. Two direct observations are conducted             <ul style="list-style-type: none"> <li>• One observation by teacher</li> <li>• One observation by SPED teacher</li> </ul> </li> <li>2. One indirect observation completed by teacher</li> <li>3. Student Profile Form completed by teacher</li> </ol>

## SPECIAL ED REFERRAL PROCESS

**(For grades NOT implementing RtI at this time – Pre-K, 6-12)**

**\*The HEARTeam is chaired by the Reading Facilitator or Designated Personnel. The team members include the following:  
Principal/designee(s), classroom teacher(s), special education teacher, counselor, and parent.**

Order of Steps	Procedure	Date Completed
Step 1	Teacher picks up and completes the HEART packet which includes: Request for Assistance-Documentation, Student Profile-Form A, Instructional strategies Checklist.	
Step 2	Obtain vision and hearing screenings of student. Failure for grades K through 3 = acuity of 20/40 or less in either eye. Failure for grades 4 through 12= acuity of 20/30 or less in either eye. <b>IF CHILD FAILS EITHER VISION OR HEARING SCREENINGS STOP HERE. A SECOND SCREENING AND/OR A REFERRAL TO AN EYE OR HEARING SPECIALIST MUST OCCUR. ONCE THE CHILD PASSES BOTH HEARING AND VISION SCREENINGS, CONTINUE WITH THE FOLLOWING STEPS.</b>	
Step 3	HEARTeam Chairperson sends out the PARENT CONFERENCE form to invite the parent to the HEARTeam meeting. Other team members are also invited to the HEARTeam meeting.	
Step 4	HEARTeam meeting is held to complete social history and develop Educational Intervention Plan to be tried for at least <u>6 weeks</u> . During this 6-week period, the teacher implements the scientifically, research-based intervention or strategy suggested by the HEARTeam. During this 6-week period, the teacher assesses one time per week in the area of academic concern. Attach samples of work and the Documentation Sheet.	
Step 5	After the 6-week intervention period, the HEARTeam Chairperson sends out the PARENT CONFERENCE form to invite the parent to the HEARTeam meeting. Other team members are also invited to the HEARTeam meeting.	
Step 6	HEARTeam convenes and determines if the first scientifically, research-based intervention or strategy was successful. <b>IF INTERVENTION HAS WORKED STOP HERE, IF NOT, CONTINUE WITH THE FOLLOWING STEPS.</b>	
Step 7	Because the scientifically, research-based intervention or strategy has not worked, another scientifically, research-based intervention or strategy is implemented for another <u>6-week period</u> . During this <u>6-week period</u> , the teacher implements the scientifically, research-based intervention or strategy suggested by the HEARTeam. During this <u>6-week period</u> , the teacher assesses one time per week in the area of academic concern. Attach samples of work and the Documentation Sheet.	

Order of Steps	Procedure	Date Completed
Step 8	After the 6-week intervention period, the HEARTeam Chairperson sends out the PARENT CONFERENCE form to invite the parent to the HEARTeam meeting. Other team members are also invited to the HEARTeam meeting.	
Step 9	HEARTeam convenes and determines if the second scientifically, research-based intervention or strategy was successful. <b>IF INTERVENTION HAS WORKED STOP HERE, IF NOT, Refer to District HEARTeam for determination of need for evaluation. Send HEART folder to Debbie Williams at Central Office.</b>	
Step 10	District HEARTeam determines if HEART folder is complete and interventions are appropriate. District HEARTeam returns the HEART folder to the school HEARTeam to proceed with the IDEA process.	
Step 11	Because the interventions/strategies have not worked, the HEARTeam Chairperson meets with the parent to complete the Environmental or Cultural Factors Worksheet, Permission To Test, and Prior Written Notice forms. The PARENT is given a copy of the Parents Right's booklet.	
Step 12	After the consent has been obtained, the following need to be completed: <ul style="list-style-type: none"> <li>1) two direct observations <ul style="list-style-type: none"> <li>a. observation by teacher</li> <li>b. observation by SPED teacher</li> </ul> </li> <li>2) one indirect observation by teacher</li> <li>3) Student Profile Form completed by teacher</li> <li>4) Complete academic review form</li> </ul>	
Step 13	The HEARTeam Chairperson sends the following HEARTeam materials to Debbie DeBerry, county or Candyace Boyle, city. The file should include: <ul style="list-style-type: none"> <li>(1) HEART Request for Assistance-Documentation</li> <li>(2) Student Profile-Form A</li> <li>(3) Instructional Strategies Checklist</li> <li>(4) Vision and Hearing Screening Results</li> <li>(5) Parent Conference Forms</li> <li>(6) Social History</li> <li>(7) Educational Plan</li> <li>(8) Documentation Sheets</li> <li>(9) Environmental or Cultural Factors Worksheet</li> <li>(10) Permission to Test</li> <li>(11) Prior Written Notice</li> <li>(12) Two direct observations (1 from teacher and 1 from SPED teacher)</li> <li>(13) One indirect observation by teacher</li> <li>(14) Student Profile Form completed by teacher</li> </ul>	

SPECIAL  
EDUCATION  
FORMS

## INSTRUCTIONAL STRATEGIES CHECKLIST

The following lists of strategic instructional variations are recommended for consideration and implementation by the regular education classroom teacher prior to making a request for assistance through IDEA. Please attach appropriate documentation of the instructional strategies you have tried in your classroom and intervention program(s).

\_\_\_\_\_ Form A is reviewed and appropriately completed (*please attach*)

\_\_\_\_\_ A clear specific problem has been identified (*please indicate*)  
Specific Problem: \_\_\_\_\_

\_\_\_\_\_ TCAP results attached

## REGULAR CLASSROOM INSTRUCTION

### ***CLASSROOM ARRANGEMENT***

Please indicate the strategies that have been implemented.

\_\_\_\_\_ Room/desk arrangement

\_\_\_\_\_ Student's classroom location

\_\_\_\_\_ Diversified instructional group

### ***INSTRUCTIONAL ENVIRONMENTS***

\_\_\_\_\_ Large group

\_\_\_\_\_ Differentiated small skill group

\_\_\_\_\_ One on one instruction

\_\_\_\_\_ Tutor

\_\_\_\_\_ Computer programming (*List computer program: \_\_\_\_\_*)

\_\_\_\_\_ Other \_\_\_\_\_

### ***APPLICATION OF INSTRUCTIONAL STRATEGIES***

\_\_\_\_\_ Teacher modeling (explains, demonstrates, thinks aloud)

\_\_\_\_\_ Guided Practice (teacher/student practice, scaffolding, share groups)

\_\_\_\_\_ Independent practice (student applies strategy on his/her own)

**Intervention-** educational teaching method.

**Strategy-** tool to help you solve a problem; involves applying what you have learned to solve a problem.

## SENSORY SCREENING

STUDENT: \_\_\_\_\_ TEACHER: \_\_\_\_\_  
 SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

### HEARING SCREENING

#### PURE TONE SCREENING:

	1000 Hz	3000 Hz	4000 Hz	
RIGHT EAR:	_____	_____	_____	
LEFT EAR:	_____	_____	_____	
	(20 db HL)	(20db HL)	(20 db HL)	(Screening Level) = Pass
_____ PASS	_____ COULD NOT SCREEN	_____ RE-SCREEN	_____ ABSENT	

\_\_\_\_\_  
 SCREENER'S SIGNATURE

Re-screen Date: \_\_\_\_\_

#### PURE TONE SCREENING:

	1000 Hz	2000 Hz	4000 Hz	
RIGHT EAR:	_____	_____	_____	
LEFT EAR:	_____	_____	_____	
	(20db HL)	(20db HL)	(20 db HL)	(Screening Level) =Pass
_____ PASS	_____ FURTHER TESTING INDICATED			

\_\_\_\_\_  
 SCREENER'S SIGNATURE

### VISION SCREENING

RIGHT EYE:	Near Vision _____ Pass _____ *Fail	Date of initial screening _____
	Far Vision _____ Pass _____ *Fail	
LEFT EYE:	Near Vision _____ Pass _____ *Fail	
	Far Vision _____ Pass _____ *Fail	
BOTH EYES:	Near Vision _____ Pass _____ *Fail	
	Far Vision _____ Pass _____ *Fail	_____ Screener's Signature
RIGHT EYE:	Near Vision _____ Pass _____ *Fail	Date of re-screening _____
	Far Vision _____ Pass _____ *Fail	
LEFT EYE:	Near Vision _____ Pass _____ *Fail	
	Far Vision _____ Pass _____ *Fail	
BOTH EYES:	Near Vision _____ Pass _____ *Fail	
	Far Vision _____ Pass _____ *Fail	_____ Screener's Signature

\*Refer to an eye specialist if the child does not pass the line with one or both eyes at the 20/30 line when re-screened.

## HEARTeam\* PARENT CONFERENCE INVITATION

Dear \_\_\_\_\_:

☐ We are writing to inform you that \_\_\_\_\_ is having some academic difficulty. We would greatly appreciate your cooperation in working with us and the other members of the HEARTeam\* to resolve these issues. You are a vital member of this team and we value your input.

We will be having a meeting to discuss your child's needs. It is our hope that we can develop an educational plan to help your child achieve the necessary skills for success in the \_\_\_\_\_ grade. We need your help in developing this plan.

\*\*\*\*\*  
\*\*\*\*\*

☐ Six weeks ago, we met and we developed a plan to address the needs of your child. It is now time for us to meet to review your child's progress. We need to determine if this plan is working or if another plan is needed.

\*\*\*\*\*  
\*\*\*\*\*

☐ We have been working very hard during the past 12 weeks and you have been informed of your child's progress. It is now time to consider if your child's difficulties have been resolved or if further assistance is needed to obtain the help that your child needs. Please come meet with us to discuss a referral for special education evaluation.

We would like to meet with you as soon as possible to discuss these problems and how we can help resolve them.

Place: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
HEARTeam\* Chairperson  
child's teacher

Your

\*Hardeman Empowering Achievement Response Team

## PARENT INTERVIEW-SOCIAL AND DEVELOPMENTAL HISTORY

**Note:** This interview should be completed in a face to face situation with the guidance counselor, school psychologist, or social worker. If a face to face interview is impossible, it can be conducted over the phone. Under no circumstances should this form be sent home for the parent to complete. All of this information is confidential.

**Student Name:**\_\_\_\_\_ **Parent Name**\_\_\_\_\_

**Interviewer**\_\_\_\_\_ **Date**\_\_\_\_\_

### DEVELOPMENTAL HISTORY

**1.**How was your health during the pregnancy? Any complications or illnesses during the pregnancy?

**2.**Were you taking any medications or using alcohol or drugs during the pregnancy?

**3.** Was the child born full term?      How much did he or she weigh?

**4.** Were there any complications during the birth?      APGAR score?      Was the baby delivered by cesarean?      Were forceps used?      Did the child require any special care or hospitalization following the birth?

**5.** Was the child diagnosed with any of the following medical conditions following the birth? \_\_\_\_Down's Syndrome \_\_\_\_Cerebral Palsy \_\_\_\_Spina Bifida  
\_\_\_\_Sickle Cell \_\_\_\_Fetal Alcohol Syndrome \_\_\_\_Other (describe)\_\_\_\_\_

**6.** Any Health concerns during infancy?      Describe:

**7.** Any concerns regarding development?      Explain:

**8.**Developmental Milestones: At what age did the child

\_\_\_\_\_crawl      \_\_\_\_\_walk      \_\_\_\_\_speak single words      \_\_\_\_\_speak in sentences

\_\_\_\_\_Toilet train

**MEDICAL HISTORY**

**1. Which of the following childhood illnesses has your child experienced?**

☐ measles ☐ mumps ☐ chicken pox ☐ fevers over 104

☐ loss of consciousness ☐ seizures ☐ pneumonia ☐ lead poisoning

☐ tuberculosis ☐ otitis media ☐ other

**How old was the child at the onset of the illness?**

**2. Any chronic health concerns (diabetes, sickle cell, asthma, heart condition, etc.)?**

**3. Has the child ever suffered any accidents, had any surgeries or been hospitalized? Explain:**

**4. Does the child take any medications on a regular basis? Describe:**

**5. Any concerns regarding vision or hearing? Was there a history of ear infections? If so, how was it treated? Does the child wear glasses?**

**6. Does the child have any allergies? Describe:**

**7. At what age was the child's last physical exam?**

**8. Does the child have any sleeping problems? ☐ none ☐ difficulty falling asleep ☐ sleep continuity disturbance ☐ early morning awakening**

**9. Does the child have any appetite control problems? Explain:**

**10. How is the child's coordination? Is the child clumsy or accident prone?**

**11. Does the child have any toileting accidents? Day or night? History of bedwetting? Age?**

**SOCIAL HISTORY**

Mother (full name)\_\_\_\_\_occupation\_\_\_\_\_age\_\_\_\_\_

Father (Full name)\_\_\_\_\_occupation\_\_\_\_\_age\_\_\_\_\_

Parents are \_\_\_\_\_married \_\_\_\_\_separated \_\_\_\_\_divorced \_\_\_\_\_deceased

How old was the child at the time of separation, divorce, or death?

**FAMILY HISTORY – List everyone living in the child’s home**

Name	Age	Relationship to Child
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**1. Does any one in the family have a chronic illness/health condition?**

**Explain:**

**2. Is there a history of mental illness within the family? Describe:**

**3. Has anyone in the immediate family been diagnosed with a learning disability or attention deficit disorder? Who?**

**4. Has the child ever experienced a change in the primary caregiver? At what age? How did the child react?**

**5. How does the child get along with siblings? Describe:**

**6. How does the child get along with adults in household? Describe:**

**7. Is the child given any household responsibilities / chores? Does he/she complete them?**

**8. Have any of the following events occurred within the past 12 months?**

- |  |   |
|--|---|
| <input type="checkbox"/> parents divorced or separated | <input type="checkbox"/> Family accident or illness |
| <input type="checkbox"/> death in the family           | <input type="checkbox"/> parent changed jobs        |
| <input type="checkbox"/> changed schools               | <input type="checkbox"/> family moved               |
| <input type="checkbox"/> family financial problems     | <input type="checkbox"/> other                      |

## **BEHAVIOR**

**1. Does the child demonstrate any behavior problems at school? Explain**

**2. What type of discipline do you use to deal with behavior problems?**

- |  |  |                                  |
|--|--|----------------------------------|
| <input type="checkbox"/> verbal reprimands               | <input type="checkbox"/> time out                    | <input type="checkbox"/> rewards |
| <input type="checkbox"/> physical punishment             | <input type="checkbox"/> removal of privileges       |                                  |
| <input type="checkbox"/> ignoring inappropriate behavior | <input type="checkbox"/> giving in to child's wishes |                                  |

**Do parents agree on discipline methods?**

**3. How often does your child comply with initial directions or requests?**

- ☐ never    ☐ sometimes    ☐ usually    ☐ always

**4. What will motivate the child to get him/her to do something she/he does not want to do?**

**5. How easily does the child make friends? How long does your child keep friendships?**

**6. Are the child's friends younger or older? Does the child prefer to play alone?**

**7. Is there any suspicion of alcohol or drug use? Explain:**

**8. Is there any history of physical or sexual abuse? Describe:**

**9. Has the child ever received any counseling or psychological treatment? At what age? Describe:**

**10. Has your child ever been involved in juvenile court? Describe:**

**11. Please indicate which of the following are of significant concern and please describe.**

☐ often loses temper: \_\_\_\_\_  
☐ often argues with adults: \_\_\_\_\_  
☐ spiteful or revengeful: \_\_\_\_\_  
☐ often refuses to comply with adult requests: \_\_\_\_\_  
☐ often blames others for his/her mistakes: \_\_\_\_\_  
☐ often easily annoyed by others: \_\_\_\_\_  
☐ often deliberately annoys people: \_\_\_\_\_  
☐ steals: \_\_\_\_\_  
☐ runs away from home: \_\_\_\_\_  
☐ Lying: \_\_\_\_\_  
☐ fire setting: \_\_\_\_\_  
☐ cruelty to animals: \_\_\_\_\_  
☐ destroys other people's property: \_\_\_\_\_  
☐ often initiates physical fights: \_\_\_\_\_  
☐ Truancy: \_\_\_\_\_

**When did the above mentioned problems begin?**

**Which of the following are considered to be significant problems at the present time? Please describe:**

☐ depressed mood or sadness \_\_\_\_\_  
☐ moodiness \_\_\_\_\_  
☐ low energy or fatigue \_\_\_\_\_  
☐ low self-esteem \_\_\_\_\_  
☐ poor concentration \_\_\_\_\_  
☐ feelings of hopelessness \_\_\_\_\_  
☐ suicidal gestures/talk of suicidal threats \_\_\_\_\_

**Circle any additional behaviors which the child displays more frequently than others and which causes you concern.**

Sleepwalking	nightmares	fearfulness	impulsivity
Lack of remorse	temper tantrums	manipulative behavior	hyperactivity
Sexual acting out	lack of motivation	poor concentration	withdrawn
Short attention span	disliked by others	talking too much	unpredictable
Physical aggression	easily discouraged`	problems following directions	

**What are your child's strengths?**

**SCHOOL HISTORY:**

- 1. Did your child attend any preschool, daycare, or Head start program?**
- 2. How did your child react to beginning school?**
- 3. Has your child ever been retained? Which grade or grades?**
- 4. Does your child ever avoid going to school? Describe:**
- 5. Has your child ever been tested for special education? When? What were the results?**
- 6. Has your child every received special education services?**
- 7. What areas do you feel your child is doing well in?**
- 8. What areas do you feel your child is behind?**
- 9. Do you help your child with homework?**
- 10. How long does it take your child to complete his/her homework?**
- 11. How often odes the school contact you about your child? For what reason?**
- 12. Has your child ever been suspended? How many times?**

# EDUCATIONAL INTERVENTION PLAN

STUDENT: \_\_\_\_\_

Prepared By: \_\_\_\_\_

General Area of Concern:	Specific Deficit:
--------------------------	-------------------

<b><u>Scientifically Research Based intervention or Strategy</u></b> (List below the name of the intervention that you used) <b>(Each intervention should be implemented a minimum of six weeks)</b>	<b>Date Implemented</b>	<b>Date Reviewed</b>	<b>O</b> <b>*P</b> <b>ve</b>
1.			
2			

**If the interventions result in some improvement, continue to implement your prescription.**

If the interventions were not successful after a six week period of intense intervention with a scientific program....



**DEVELOP A NEW EDUCATIONAL PLAN TO ADDRESS THE SPECIFIC ACADEMIC AREA IN A SM**

# HARDEMAN COUNTY SCHOOLS

## INTERVENTION DOCUMENTATION SHEET

**TEACHER:**\_\_\_\_\_ **STUDENT:**\_\_\_\_\_

This form should be completed by the student's teacher(s) and should be submitted to the HEARTeam after the six week period in which scientifically research based intervention was implemented. This will assist you with analyzing information you have obtained through the assessment tools. Fill out the appropriate information for your assessment tool and the student's scores and/or results. This will enable the HEARTeam to compare and analyze differences in the intervention strategies and success of these interventions.

### DOCUMENTATION SHEET

	ASSESSMENT TOOL	DATE ADMINISTERED	STUDENT'S SCORE
<b>WEEK ONE</b>			
<b>WEEK TWO</b>			
<b>WEEK THREE</b>			
<b>WEEK FOUR</b>			
<b>WEEK FIVE</b>			
<b>WEEK SIX</b>			

**PLEASE ATTACH TO EDUCATIONAL/INTERVENTION PLAN**

## ENVIRONMENTAL OR CULTURAL FACTORS WORKSHEET

One method of determining if environmental or cultural factors can be ruled out might be determined by using a checklist such as the one below. Experiences in school could cause students who might otherwise be disadvantaged to no longer have a disadvantage. This checklist should be completed while considering school experiences which could give the evaluator(s) sufficient information to indicate that the child's "lack of exposure" is *not* the cause for the disability.

School System: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Age: \_\_\_\_\_

*(Check all factors that apply to the student. Use available records, interviews with parents, teachers and other resources to obtain data)*

### ENVIRONMENTAL DISADVANTAGE

- \_\_\_\_\_ Limited experiential background
- \_\_\_\_\_ Irregular attendance (absent at least 23% of the time in a grading period for reasons other than verified personal illness)
- \_\_\_\_\_ Transiency in elementary school years (at least two moves in a single school year)
- \_\_\_\_\_ Home responsibilities interfering with learning activities (caring for siblings while parents work or other major home responsibilities).

### CULTURAL DISADVANTAGE

- \_\_\_\_\_ Limited experiences in majority-based culture (child does not participate in scouts, clubs, other organizations and activities with members of dominant culture)
- \_\_\_\_\_ Child has had limited involvement in organizations and activities of any culture
- \_\_\_\_\_ Secondary standards in conflict with majority-based culture standards
- \_\_\_\_\_ Geographic isolation

Are the above checked items compelling enough to indicate that this student's classroom performance and deficits are primarily due to environmental or cultural disadvantages? A "score" of greater than half of the areas being observed indicates a strong possibility of this exclusionary factor and should be addressed and justified by the HEARTeam if an "override" of those factors are to be considered.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signatures of Person(s) Completing Form

PARENT RIGHTS: The ABC's of IDEA

(RIGHTS LOCATED IN HARD COPY OF HEART MANUAL)

**PRIOR WRITTEN NOTICE  
(LOCATED IN HEART MANUAL HARD COPY)**

**INITIAL ASSESSMENT PERMISSION TO TEST  
FORM**

**(LOCATED IN HARD COPY OF HEART MANUAL)**

**DIRECT OBSERVATION****(LOCATED IN HARD COPY OF HEART MANUAL)**

**INDIRECT OBSERVATION****(LOCATED IN HARD COPY OF HEART MANUAL)**

**STUDENT PROFILE FORM****(LOCATED IN HARD COPY OF HEART MANUAL)**

**ACADEMIC REVIEW FORM**

**(LOCATED IN HARD COPY OF HEART MANUAL)**

**RELEASE OF INFORMATION FORM****(LOCATED IN HARD COPY OF HEART MANUAL)**

## **MEDICAL INFORMATION**

**(LOCATED IN HARD COPY OF HEART MANUAL)**

**DOCUMENTATION OF MEDICAL DIAGNOSIS**  
**(For other Health Impaired)**

**(LOCATED IN HARD COPY OF THE HEART  
MANUAL)**

**SPECIAL EDUCATION**

**TEACHERS**

**&**

**H E A R T**

# SPECIAL EDUCATION STEPS TO A Y P THROUGH H E A R T

Steps	Procedure	Completed
First Day	List students who will be in each teacher's classroom. Talk with the teacher regarding any IEP accommodations and have teacher sign off as having understood the student's IEP and the student's needs. Inform the teacher of any students in the class that will be receiving Tier 1 assistance from Special Education. Set-up a time to meet with the teacher to determine the time special ed personnel will be in the room to help co-teach (in small group and/or centers). Find out when grade level meetings will take place so that you may schedule attending as many as you can (in order to collaborate with the teachers.)	
1	Regular Ed administers AIMS to all students (August)	
2	Special Ed teacher reviews all special ed students' benchmark scores.	
3	Special Ed and Reg Ed teachers collaborate on special ed student's needs in the regular classroom, because all special ed students will attend Tier 1 (90 minute reading block). Special Ed teachers will help Regular Ed teachers differentiate centers to meet the needs of special students. Collaboration between the teachers takes place all year long.	
4	Special Ed teacher looks at each student's data to determine appropriate special ed service. (Does the student need help in the Tier 1 classroom; or, can the student maintain in Tier 1 without direct help from special education personnel? Does the student need additional help through special education pull-out (Tier 4 that takes place outside the 90 minute block)? These questions are reviewed by the IEP team in order to make a decision. (After the first benchmark assessment, IEP's may need adjusting according to data.)	

<b>5</b>	<b>Special Ed teacher writes IEP services according to data. Data documents the appropriate service for the student. Not all special education students will need special education direct service in the Tier 1 block. Not all special education students will need additional intervention in the Tier 4 block. Should service hours on IEP need to be changed (according to data), follow procedural safeguards (invitation to meeting, prior written notice, etc.).</b>	
<b>6.</b>	<b>Students needing help in the Tier 1 block is reflected on the student's IEP service page.</b>	
<b>7</b>	<b>Students needing additional intervention through Tier 4 is reflected on the student's IEP service page.</b>	
<b>8</b>	<b>Special Education teacher collaborates with the regular education teacher to determine how special education personnel will help in Tier 1 should that teacher have students requiring special education direct service during Tier 1. (teach a small group, help students in centers, making sure there is differentiation, etc.)</b>	
<b>9</b>	<b>Special Education Teacher sets up progress monitoring on each special education student. Teacher reviews data to determine what measure will be progress monitored. Progress monitoring takes place weekly for special education students.</b>	
<b>10</b>	<b>Special Education Teacher sets goals (for AIMS progress monitoring) for each student and determines what level of progress monitoring will be used. (Based on data)</b>	
<b>11</b>	<b>Special Education Teacher writes measurable goals for students. (It is important that the IEP reflects measurable goals)</b>	
<b>12</b>	<b>Regular Education administers Winter Benchmark assessment on all students</b>	
<b>13</b>	<b>Special Education Teachers will review special student's data to determine if changes in programming need to be implemented. If students are making no progress (documented through data) programming, instruction, or placement may need</b>	

	<b>to be changed.</b>	
<b>14</b>	<b>Special Ed Teachers continue to collaborate with Regular Ed teachers on the needs of students</b>	
<b>15</b>	<b>Progress Monitoring continues all year and documented on AIMSweb</b>	
<b>16</b>	<b>Parents are frequently informed of progress and teacher documents contact with parent.</b>	
<b>17</b>	<b>Spring benchmark assessment administered.</b>	
<b>18</b>	<b>Special Education teachers document parent contact regarding AYP according to data</b>	
<b>19</b>	<b>Special Education teachers use data to determine service hours for the next school year. (Annual Review)</b>	
<b>20</b>	<b>Special Education teachers may frequently have to change service and placement of students. Data drives instruction and data helps in determining appropriate services. (If changes on made on IEP, IEP meeting must be held.)</b>	

# **WE ARE SPECIAL EDUCATION**

## **Why Are We Doing This?????**

### **Benchmark Assessments:**

For students with serious educational needs, or those students at risk for educational failure, one of the most powerful interventions that schools can use is systematic and frequent formative evaluation. HARDEMAN uses AIMSweb. When formative tests show that students are progressing, teachers keep using their instructional programs with confidence; when tests show that students are not progressing, teachers can change their instructional programs in meaningful ways to improve student achievement.

### **Progress Monitoring:**

Frequent evaluation (progress monitoring) requires the implementation of probes often enough that teachers can make timely changes when students are not improving. When the progress of students with severe educational needs is monitored weekly, teachers can make meaningful instructional changes should they be necessary to improve instructional outcomes.

### **Measurable Goals:**

It is difficult to know “how you are doing” unless you have an idea of “how well you want to do”. In Special Education, there is a legal mandate that we set goals. Goal setting in systematic formative evaluation has been demonstrated to improve student achievement meaningfully with low performing students. Often goals are not linked to the assessment. We write them, but we do not measure them. Many times, we write them as a procedural exercise that we must engage in to meet the needs of a system.

In writing goals, we must:

1. Set a few, but important goals,
2. Ensure goals are measurable and linked to validated data,
3. Base goal setting on logical educational practices.

The following goals were written for students at risk or identified with educational needs:

1. Student will perform spelling skills at a high 3<sup>rd</sup> grade level.

2. Student will alphabetize words by the second letter with 80% accuracy.
3. Student will read words from the Dolch Word List with 80% accuracy.
4. Student will master basic multiplication facts with 80% accuracy.
5. Student will increase reading ability by 6 months to 1 year as measured by the Woodcock Johnson.
6. Student will make one year's growth in reading by October as measured by the Brigance.
7. Student will be a better reader.
8. Student will read aloud with 80% accuracy and 80% comprehension.
9. Student will make one year's gain in general reading from K-3.
10. Student will read one story per week.

There is NO scientific evidence that writing goals like these accomplish anything for teachers or for students.

Meaningful Goals:

Reading: In \_\_\_# weeks Sherry will read \_\_\_# words correctly in one minute from randomly selected grade \_\_\_level passages.

Spelling: In \_\_\_# weeks John will write \_\_\_# correct letter sequences and \_\_\_# correct words in 2 minutes from randomly selected grade \_\_\_Level spelling lists.

Early literacy: In \_\_\_# weeks Sam will read \_\_\_# nonsense words correctly presented with randomly selected list of nonsense words.

Good goal setting practices should reflect logical educational practices. Teachers, parents, and students should be able to understand what the goals are and why we set them the way we do.

TO KNOW WHERE WE WANT A STUDENT TO BE IN THE FUTURE,  
WE MUST START BY KNOWING WHERE THE STUDENT IS  
PERFORMING CURRENTLY.

When writing a goal, it is better to be over-ambitious rather than un-ambitious

**GETTING STARTED**

**WITH**

**NEW TEACHERS**

**IN TIER 1**

## GETTING STARTED

### MUST HAVE'S:

- Good Classroom Management
- High Expectations
- Teach to Mastery
- Universal Screening
- Research-Based Core Reading Program (All teachers follow a pacing guide)
- Progress Monitoring

### INSIDE THE TIER 1 CLASSROOM: (ALL students receive Tier 1)

- (At least) 90 minute **uninterrupted** block
- Whole group instruction
- Small group instruction
- Literacy Centers grounded in the 5 elements of reading
- Direct Instruction Strategies
- Differentiation
- Instruction driven by data
- High Energy
- Motivation

### Small Group: (MOST IMPORTANT TIME IN THE TIER 1 SETTING)

- Pull students according to data homogenously
- No more than 6 students in small group at a time
- Re-teach/close gaps/provide intervention

### Centers:

- Must be pre-taught (concept, routine, organization, procedure and rules)
- Activities must cover concepts that have been previously introduced
- Must be grounded in one or more of the 5 elements of reading
- Must provide differentiation
- Must show accountability
- Students grouped heterogeneously
- Personal recommendation: No more than 4 centers during reading.
- Personal recommendation: Open only 1 new center at a time (teach procedure to whole group before opening.)

### Special Education Assistance

- All students (including special education students (resource) will be included
- Special students MAY need inclusion assistance (according to data)
- IEP dictates if assistance is needed in the Tier 1 class
- Special Education personnel (during inclusion time according to IEP) may co-teach, teach small group and/or help in providing differentiation in small group and centers
- While in the Tier 1 classroom, special education personnel may work with all students
- Special Education students who need more intensive intervention (according to data) will receive help outside the Tier 1 reading block with special education

### STARTING OUT:

1. Principals, office staff, teachers understand the 90 minute reading block will be protected against any type of interruption (unless an emergency). No intercom, no parents, no phone calls etc. Reading begins on time everyday and teachers are prepared with lesson plans that will be followed according to the research based reading program. (Administration will check classrooms for fidelity. Students and teachers will learn to ignore the checks and continue with their work without being distracted.)
2. Teachers will spend the first few days teaching classroom management, organizational skills, routine, procedure and rules. These are vital skills that must be mastered in order to have an effective classroom. (Teachers must teach each of these skills specific to whole group instruction, small group instruction and especially for center time.)
3. Teachers will introduce one (1) center at a time to the whole group and will not introduce a second center until the class demonstrates understanding of center routine, procedure and center etiquette.
4. Small group will begin after center is established and students demonstrate understanding of routine, procedure and center etiquette. Students will be called to small group instruction while other students are participating in the center. Teacher may only be able to call 2 groups to small group while establishing centers.
5. Once 3-4 centers have been established, whole group instruction will last 15 - 30 minutes (according to lesson plan). Centers will begin after whole group. It is suggested that centers rotate every 15 to 20 minutes (this varies according to the age of the students and the depth of the center activity). Teachers pull students from centers for small group instruction (according to data). Teachers may keep some students in small group for 5-10 minutes while others may stay in small group longer as they may need more intensive help. When the student leaves small group instruction, student will locate his center group and begin or proceed with center activity.
6. Regular Education Teacher and Special Education Teacher must collaborate in order to meet the needs of all students. Grade level meetings must be scheduled and Special Education Teachers must be included in the meetings to help in determining appropriate differentiated instruction and what role the Special Education Teacher will play in the Tier 1 classroom (if the IEP dictates special education personnel must be in the Tier 1 classroom).

## ESTABLISHING CENTERS

## IN TIER 1

### **CENTERS (Upper Grades may want to call them workshops)**

Centers or workshops provide a time each day in which students work collaboratively to practice and review material taught in lessons or to complete projects. This time gives the teacher an opportunity to work with students in small groups.

Centers/workshops are a vital part of the Tier 1 program. They will continue throughout the year and play an important part in developing student responsibility and student growth.

When creating centers/workshops, keep in mind:

No two children are alike

No two children learn the same way

An enriched environment for one student is not necessarily enriched for another

Differentiating is creating multiply paths so that students of different abilities, interest, or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process

Activities **MUST** be worthy of a student's time and appropriate to their learning needs

**DIFFERENTIATED INSTRUCTION BEGINS WITH STUDENT ASSESSMENT: AIMSweb**

As students gradually take on more responsibility during center/workshop, they learn to set learning goals, make decisions about the use of time and materials and collaborate with their peers. Teachers must introduce and reintroduce centers/workshops and familiarize students with rules and materials that will be used.

## ESTABLISHING THE CENTER/WORKSHOP

Introduce the **concept** of centers/workshops to students. Explain its **organization**, **routines**, **procedures** and **rules**. While some of the students are familiar with center/workshop time from the previous year, you cannot assume that the students know what they should be doing.

**Concept:** A time each day in which students will work collaboratively to practice and review materials taught in the lesson. (Explain the term collaborative to the students and have them give examples of working collaboratively.) A variety of activities may take place during this time and each of you may be doing something a little different. Students will learn to be responsible, learn to make decisions and learn to depend on one another for help. Take time to find out what the students already know about centers/workshops and what their expectations may be.

**Routine:** Everyday, reading class will begin with whole group instruction. During this time, students will learn new concepts as well as review previously taught materials. Everyday, students will look at Center/Workshop Chart and discover which centers/workshops they will visit and in what order. Everyday, students will move into centers/workshops and work for a specified amount of time. Everyday, students will meet with the teacher in a small group setting while centers/workshops are taking place. Everyday students will complete a tracking log and place it in a specified location at the end of reading class. Activities change. The routine stays constant. Center/workshop routine encourages students to work productively in order to make choices within limits and to solve problems.

**Organization:** A management chart will tell each student which center/workshop they will visit each day and when. Each student will have a tracking log folder that will track the centers they work in daily. Tracking log folder will be placed in a specified location each day after reading. There will be a list of “MUST DO’S” and a list of “MAY DO’S” on a chart each day. Before anyone can do a “MAY DO”, the “MUST DO” must be complete and tracked in the tracking log. When it is time to change centers/workshops, a specified sound will alert students to move to the next center/workshop. A security guard will be appointed weekly to help out students during center/workshop time if the group is unable to establish an answer. The teacher must not be interrupted during small group instruction unless it is an emergency (explain what might be an emergency). Organization is a key factor in the success of centers/workshops.

**Procedure:** Upon entering classroom each morning, students will get their tracking log and check for any notes the teacher may have written to the student.

The student will also list on the next blank page, the date and the order of the centers/workshops they will be visiting on this date (teacher will display pocket chart with centers/workshops and whom will be visiting the centers and in what order). Tracking logs are placed in desk until time to move to centers/workshops.

A sound cue will be given to alert the students that it is time to move to the appropriate center/workshop. Every group will have a designated leader for the week who will gather the materials for the center/workshop activity. The leader will aid in handing out the materials and getting the activity started. Should there be a question the leader is unable to answer, the leader will take the question to the security guard. If the security guard is unable to help, the guard will write the name of the group down and give to the teacher when groups are changing. (Leaders of the week (in each group) may wear a pin or a sash. Security guards may have the privilege of wearing a hat or some other type of badge.) Students earn the right to be leaders and to be security guards. Obviously, it is best if all students are able to participate in holding one of these positions.

Students will be called to the small group table with the teacher randomly (according to data). Students may miss a center/workshop each day, or, they may not have time to complete center/workshop work because they were in small group. The tracking log will indicate that the student was participating in small group rather than in the center/workshop.

Students must have structure, repetition and routine in order to feel comfortable and confident during center/workshop time. Providing students will clearly defined parameters help them to make maximum use of center/workshop time.

At the end of reading class, students will place their tracking log in a specified location for the teacher to check.

Students are placed in workshop groups heterogeneously. The logic to this is so that the higher level students may help the lower level students. Research tells us that students learn much from one another. This is also the reason why workshops must have differentiated activities.

Students go to the small group instruction with the teacher homogeneously. The purpose of this is so the teacher can work with the students that are somewhat on the same level and have much the same gaps in their learning.

The teacher will build up to this level once all the workshops are up and running and teachers have access to assessment data

Rules:

Rules are based on following routine and procedure correctly as well as respecting teacher and peers. Most teachers have their own set of classroom rules. Since many activities will be going on during center/workshop time, it is essential to establish rules of behavior. If there were constant confusion and discussion about how to proceed with centers/workshops, neither the student nor the teacher would be able to accomplish their goals. Do not rush the introduction or what the teacher expects of the students. Use student experiences with centers/workshops to introduce the rules.

Have the students read each rule

Asks the students to explain what each rule means

Model desired behaviors with students

Review the rules again

Post the rules where everyone can see them

From the very beginning of school, establish consequences for not following the rules. Write the rules and consequences on paper and ask for signatures of students and parents.

Go over the rules and procedures daily for several days.

The more you expect of children, the more they will do.

Review all information given to students.. Have students repeat back to teacher routine, procedure, and rules. Make sure each student is participating in recalling this information. Place on chart “MAY DO’S”. Go over these with students:

### **MAY DO’S**

**Read a book from the class library**

**Listen to a book on tape**

**Computer time**

**Restroom break**

**Imagination/creation box**

**AR testing**

**Complete other assignments**

**Journal writing**

“**MAY DO’S**” are a privilege. If a student has completed center/workstation activities and activities are logged into tracking log appropriately and student has cleaned up his area, the student may go to the MAY DO list and pick out an activity until time to move to another station.

Place on chart “**MUST DO’S**” and go over with the students.

**MUST DO'S**  
**Complete center/workshop activity**  
**Complete tracking page in tracking log**  
**Clean-up your space and put all materials in their places**  
**Respect your leader and others in your group**  
**Work responsibly**

In order for a student to “MAY DO”, the student must complete MUST DO'S.

Pass out tracking log folders to students. Go over each step of documentation for which the student will be responsible.

NOW, the students know routine, procedure, rules and what must be done.

By this time, the students are getting excited about their new responsibilities. They are anxious to get started in the groups and excited that they will someday be a leader and /or a security guard. On this day, the teacher may want to display the management chart of the different centers. It is much more fun to have “cool” names for the centers/workshops. For example: taking on a Star Wars Theme:

INVESTIGATION STATION (vocabulary)

INQUIRING MINDS (writing workshop)

R2 D2 – Read to Determine two facts about... (paired reading, Reader's Theater, etc.)

C-3PO – Computer – Power

Warp Speed – (Listening center/workshop)

Tell the students only enough information on this day to get their curiosity flowing.

Review the previous day's information. Make sure all students can feed back the information on routine, procedure and rules. Go over the center/workshop names. Ask students what they think they might do in each

center/workshop. Unveil one of the workshops and have a grand opening. Teacher will explain, demonstrate, and model workshop activity. Students will demonstrate understanding by modeling what the teacher has shown them. As students work on activities, teacher models, makes corrections and leads students in appropriate workshop etiquette.

The variety of activities available to the students depends upon the teacher's ability to use activities suggested in Trophies and the teacher's ability to create unique (differentiated) activities to meet the needs of the students. Differentiation engages students more deeply in their learning, provides for constant growth and development and provides for a stimulating and exciting classroom.

When teacher is confident that students have an understanding of workshop behavior and what is expected of them, the teacher can then proceed with the one workshop and pull students for small group instruction.

When teacher is confident that students have an understanding of workshop behavior while small group instruction is taking place, the teacher may then add additional workshops to the class. (Add only one workshop at a time.)

The process of establishing centers/workshops in the classroom must be implemented slowly and with patience. Eventually, students will automatically go to the appropriate areas and begin.

Once teacher receives universal data on the students, the teacher will be able to drive the instruction from the data and place the students in small group according to data.

## TRACKING LOG

DATE: \_\_\_\_\_

WORKSHOPS TO ATTEND: \_\_\_\_\_ . \_\_\_\_\_ ,

SMALL GROUP TIME: \_\_\_\_\_

WORKSHOP: \_\_\_\_\_

Objective: \_\_\_\_\_

During this workshop I \_\_\_\_\_

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Note to my teacher:

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	<b>completed</b>	<b>Ran out of time</b>	<b>Work attached (if applicable)</b>	<b>Teacher comments</b>
Workshop activity				
Tracking Log completed				
Space cleaned				

## TRACKING LOG

## WORKSHOP PROGRESS REPORT

**STUDENT:** \_\_\_\_\_

**1 – not working up to potential    2 – needs to collaborate more**  
**3. needs to take more pride in work    4. good work    5. going above and beyond**

<b>Month</b>					
<b>August</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>September</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>October</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>November</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>December</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>January</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>February</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>March</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>April</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>May</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>June</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## Hardeman County School District PACING GUIDE

The reading instructional time (90 minutes of uninterrupted instruction) will include whole group, small group and centers/workshops activities. The Harcourt series provides suggestions for small group instruction as well as center/workshop activities. Teachers may also refer to the on-line computer activities found at [www.harcourtschool.com](http://www.harcourtschool.com) and center/workshop notebooks provided for each grade level located in your school. The pace for reading is set to be explicit and rigorous. All teachers (K-5) must follow the Hardeman County Pacing Guide.

The Hardeman County School District Calendar for 2008-2009 was used to develop the Hardeman County Reading Pacing Guide for grades Kindergarten – Fifth Grade. Adjustments to the pacing guide will need to be made each year after the 2008 -2009 school year to fit each new school calendar.

All Kindergarten – Fifth Grade teachers will follow this pacing guide in order for grade levels to be able to collaborate on the same themes and so students transferring within our district do not lose instruction due to moving to another school.

Teachers will administer a pre-test and post-test for each theme. Because we do not teach the language component in the reading block, teachers may eliminate the language questions on the tests. These tests **MUST** be administered. Each post-test grade will be placed on the *Timeline documentation form* of the HEART process after tests have been administered and graded. Teachers must strive to teach each theme to mastery. Students not achieving mastery will need intensive intervention in the small group setting.

Classroom management is a critical variable related to student achievement and the effectiveness of instruction. Teachers **MUST** teach classroom management and effective organization to the students prior to beginning reading instruction. Harcourt Trophies provides clear instructions in arranging the classroom and organizing routines and schedules. Refer to “Managing the Classroom” section in the back of the Teacher Manual for help with classroom management. Any teacher having difficulty establishing classroom management must immediately contact the HEARTeam chairperson for help.

At the beginning of the new school year, teachers must check student files to identify students who are in Tier 2 and students eligible for special education. Teachers must meet with the HEARTeam chairperson regarding Tier 2 students as soon as possible. Teachers must meet with Special Education Staff as soon as possible to collaborate and determine Tier 1 status of special education students (level of performance, are they in Tier 1 with assistance, etc.).

### TIER 1 - 90 MINUTES

## WHOLE GROUP

### Teacher Model / Think Aloud

Teacher explicitly models State indicator(s), thinking aloud the strategy good readers use to process through the text to “hold their thinking” and perform a skill. Reciprocal teaching with a peer may follow the teacher’s model. Teacher follows the pacing guide to stay on track. Whole group may last 10 -30 minutes depending on the skills being taught.

**Teacher may assign** students to post a note in their tracking logs to help them “hold your thinking” on a skill(s) that have been taught (as they may be using the skill(s) in center/workshop time).

### SMALL GROUP GUIDE /INTERVENE

Needs-based student (homogenous) groups work at their *Zone of Development*. Small groups may last from 10 – 20 minutes depending on data and student needs. During small group, the teacher may:

- Revisit strategies used to think through the text /hold your thinking
- Re-teach instruction presented in whole group
- Read aloud using best practice strategies
- Provide challenging, enhanced instruction to higher learners
- Using best practice strategies, introduce/review vocabulary and word attack skills
- Using AIMSweb data, teacher may give direct instruction on phonemic awareness skills, phonics skills, fluency skills, comprehension skills and vocabulary skills
- Teacher provides rich, interactive discussion through engaging the students and the students responding

Students demonstrate their understanding so the teacher may provide immediate feedback, clear up misconceptions, and conversation / re-teaching can take place.

Teacher and/or student may document in tracking log the small group instruction and how the student performed (ex. (blending phonemes) M = mastery NM=non-mastery).

NOTE: Research shows that student demonstration (“explain / evaluate/ show me”) with corrective conversation by the teacher attributes to mastery learning rather than a “complete these questions and return to me” environment.

## CENTERS/WORKSHOPS

### What other students are doing who are not in small group

#### Center/Workshop Examples:

Word Building Center/Workshop

Vocabulary Center/Workshop

Listening Center/Workshop

Writing Center/Workshop

“Buddy” Reading for Comprehension Center/Workshop

Computer Center/Workshop

***(IT IS RECOMMENDED TO HAVE NO  
MORE THAN 3-4 CENTERS/WORKSHOPS)***

Students are divided into (heterogeneous) groups and rotate from one center/workshop to another. Time at each center/workshop depends on age of students and activities in the centers/workshops.

### BEST PRACTICE

**At the end of the 90 minute reading block, students come together and share strategies used and learned during the reading block. “Recap Today’s Learning” (METACOGNITION). (2 Minutes)**

## **TIMELINE DOCUMENTATION**

**Each teacher will complete a timeline documentation form on each student in the teacher's classroom.**

**Universal screening (benchmark assessment) information will be documented on the timeline documentation form after each benchmark assessment has been administered.**

**Mastery reading assessments (in the Harcourt Reading Program) will be documented on the timeline documentation form after each end of theme assessment.**

**Students receiving Tier 2/Tier 3 will have progress monitoring documentation and parent involvement documentation documented on the timeline documentation form.**

**Teachers will meet with the school's HEARTeam regularly to discuss the progress of Tier 2/Tier 3 students. HEARTeam will document each meeting on each student on appropriate documentation form.**

## KINDERGARTEN READING PACING GUIDE

Volume 1	Getting to Know You	Teacher Notes
<b>August 7</b>	Introduce classroom management. (Procedures, routines, organization, rules for whole group instruction.)	<b>Modified schedules may be implemented from now until August 15.</b>
<b>August 8</b> <b>AIMS TESTING</b>	Continue classroom management instruction using optional activities	
<b>August 11-15</b> <b>AIMS TESTING</b>	Continue classroom management for whole group. Have students demonstrate understanding	
<b>Week 1-Theme 1 of Lessons</b>	<b>Getting to Know You</b>	
<b>August 18</b>	Continue Classroom Management <b>DAY 1: Big Book of Rhymes and Songs</b>	
<b>August 19</b>	Continue Classroom Management <b>DAY 2: Moo Moo Brown Cow</b>	
<b>August 20</b>	Continue Classroom Management <b>DAY 3: Big Book of Rhymes and Songs</b>	
<b>August 21</b>	Continue Classroom Management <b>DAY 4: From Anne to Zack</b>	
<b>August 22</b>	Continue Classroom Management <b>DAY 5: From Anne to Zack</b>	
<b>Week 2-Theme 1 of Lessons</b>		
<b>August 25</b>	Continue Classroom Management <b>DAY 1: I Read Signs</b>	
<b>August 26</b>	Continue Classroom Management <b>DAY 2: Look Out Kindergarten, Here I Come</b>	
<b>August 27</b>	Continue Classroom Management <b>DAY 3: Moo Moo Brown Cow</b>	
<b>August 28</b>	Continue Classroom Management <b>DAY 4: Jazzbo and Googy</b>	
<b>August 29</b>	Continue Classroom Management <b>DAY 5: Big Book of Rhymes and Songs</b>	<b>Post-test</b>
<b>Week 1-Theme 2 of Lessons</b>	<b>I Am Special</b>	
<b>September 2</b>	Continue Classroom Management <b>DAY 1: Mice Speak, We Squeak</b>	<b>4-day week</b>
<b>September 3</b>	Continue Classroom Management <b>DAY 2: Hello Toes! Hello Feet!</b>	
<b>September 4</b>	Continue Classroom Management <b>DAY 3: If Your Happy and You Know it</b> <b>DAY 4: Big Book of Rhymes and Songs</b>	<b>Double – up Lessons</b>
<b>September 5</b>	Continue Classroom Management <b>DAY 5: Hello Toes! Hello Feet!</b>	
<b>Week 2 –Theme 2 of lessons</b>		
<b>September 8</b>	<b>DAY 1: Mice Squeak, We Speak</b> Open One Center Teacher monitors center for expected behaviors	
<b>September 9</b>	<b>DAY 2: The Body Book</b> One Center	

	Teacher monitors center for expected behaviors	
<b>September 10</b>	<b>DAY 3: Loop de Loo</b> One Center Teacher Monitors	
<b>September 11</b>	<b>Day 4: Big Book of Rhymes and Songs</b> One Center Teacher Monitors	
<b>September 12</b>	<b>DAY 5: Mice Squeak, We Speak</b> One Center Teacher Monitors	
<b>Week 3, Theme 2</b>		
<b>September 15</b>	<b>DAY 1: The Body Book</b> One Center Teacher Monitors	
<b>September 16</b>	<b>DAY 2: Mother, Mother I want Another</b> One Center Teacher Monitors	
<b>September 17</b>	<b>DAY 3: Mice Squeak, We Speak</b> One Center Teacher Monitors	
<b>September 18</b>	<b>DAY 4: Big Book of Rhymes and Songs</b> One Center Teacher Monitors	
<b>September 19</b>	<b>Day 5: Head,, Shoulders, Knees and Toes</b> One Center Teacher Monitors	<b>Post-test</b>
<b>Week 1, Theme 3</b>	<b>Around The Table</b>	
<b>September 22</b>	<b>DAY 1: Peanut Butter and Jelly</b> One center Teacher pulls small groups	
<b>September 23</b>	<b>DAY 2: The Gingerbread Man</b> One Center Teacher pulls small groups	
<b>September 24</b>	<b>DAY 3: Bunny Cakes</b> One Center Teacher pulls small groups	
<b>September 25</b>	<b>DAY 4: Big Book of Rhymes and Songs</b> One Center Teacher pulls small groups	
<b>September 26</b>	<b>DAY 5: Bunny Cakes</b> One Center Teacher pulls small groups	
<b>Week 2, Theme 3</b>		
<b>September 29</b>	<b>DAY 1: Peanut Butter and Jelly</b> One Center Teacher pulls small groups	
<b>September 30</b>	<b>DAY 2: Hold the Anchovies</b> One Center Teacher pulls small groups	
<b>October 1</b>	<b>DAY 3: Yellow Butter</b> One Center Teacher pulls small groups	
<b>October 2</b>	<b>DAY 4: Big Book of Rhymes and Songs</b> One Center Teacher pulls small groups	
<b>October 3</b>	<b>DAY 5: Peanut Butter and Jelly</b> One Center Teacher pulls small groups	

<b>Week 3, Theme 3</b>		
<b>October 6</b>	DAY 1: Hold The Anchovies Two Centers Teacher pulls small group	<b>4-day week</b>
<b>October 7</b>	DAY 2: Stone Soup Two Centers Teacher pulls small groups	Parent-Teacher Conference 3:30 – 6:30 SHOW AIMS data to parents
<b>October 8</b>	DAY 3: Peanut Butter and Jelly Two Centers Teacher pulls small groups DAY 4: Big Book of Rhymes and Songs	Double-up lessons Parent-Teacher Conference 3:30 – 6:30 SHOW AIMS data to parents
<b>October 9</b>	DAY 5: Dig a Little Hole Two Centers Teacher pulls small groups	<b>Post-test</b>
<b>October 10</b>		<b>Professional Development Day</b>
<b>October 13-17</b>		<b>Fall Break</b>
<b>Week 1, Theme 4</b>	<b>Silly Business</b>	
<b>October 20</b>	DAY 1: Warthogs in the Kitchen Two Centers Teacher pulls small groups	
<b>October 21</b>	DAY 2: The Crayon Box that Talked Two Centers Teacher pulls small groups	
<b>October 22</b>	DAY 3: Five Little Monkeys Two Centers Teacher pulls small groups	
<b>October 23</b>	DAY 4: Aiken Drum Two Centers Teacher pulls small groups	
<b>October 24</b>	DAY 5: The Crayon Box that Talked Two Centers Teacher pulls small groups	
<b>Week 2, Theme 4</b>		
<b>October 27</b>	DAY 1: Warthogs in the Kitchen Three Centers Teacher pulls small groups	From this point to the end of school, at least three centers should be open everyday. Teacher will implement small groups everyday.
<b>October 28</b>	DAY 2: I took My Frog to the Library	
<b>October 29</b>	DAY 3: What Did You Put In Your Pocket?	
<b>October 30</b>	DAY 4: Big Book Of Rhymes and Songs	
<b>October 31</b>	DAY 5: Warthogs in the Kitchen	
<b>Week 3, Theme 4</b>		
<b>November 3</b>	DAY 1: I Took My Frog to the Library	
<b>November 4</b>	DAY 2: The Terrible Tragadabas	
<b>November 5</b>	DAY 3: Warthogs in the Kitchen	
<b>November 6</b>	DAY 4: Big Book of Rhymes and Songs	
<b>November 7</b>	DAY 5: Emily's House	<b>Post-test</b>
<b>Volume 2</b>		
<b>Week 1, Theme 5</b>	<b>Family Ties</b>	
<b>November 10</b>	DAY 1: Off we Go	
<b>November 11</b>	DAY 2: A Birthday Basket for Tia	
<b>November 12</b>	DAY 3: Let's Go, Froggy	
<b>November 13</b>	DAY 4: Big Book of Rhymes and Songs	
<b>November 14</b>	DAY 5: A Birthday Basket for Tia	

<b>Week 2, Theme 5</b>		
<b>November 17</b>	DAY 1: Off We Go	
<b>November 18</b>	DAY 2: Dear Juno	
<b>November 19</b>	DAY 3: The Three Bears	
<b>November 20</b>	DAY 4: Big Book of Rhymes and Songs	
<b>November 21</b>	DAY 5: Off We Go!	
<b>November 24-25</b>	Review Optional Activities	<b>2 – day week</b>
<b>Week 3, Theme 5</b>		
<b>December 1</b>	DAY 1: Dear Juno	
<b>December 2</b>	DAY 2: Jamaica's Find	
<b>December 3</b>	DAY 3: Off We Go	
<b>December 4</b>	DAY 4: Grandfather and I	
<b>December 5</b>	DAY 5: The Three Little Pigs	<b>Post-Test</b>
<b>Week 1, Theme 6</b>	<b>Animal Families</b>	
<b>December 8</b>	DAY 1: Does a Kangaroo Have A Mother, Too	
<b>December 9</b>	DAY 2: Are You There, Baby Bear?	
<b>December 10</b>	DAY 3: The Three Billy-Goats Gruff	
<b>December 11</b>	DAY 4: Five Speckled Frogs	
<b>December 12</b>	DAY 5: Are you There, Baby Bear?	
<b>Week 2, Theme 6</b>		
<b>December 15</b>	DAY 1: Does a Kangaroo Have A Mother, Too?	
<b>Begin AIMS testing</b>		
<b>December 16</b>	DAY 2: A Time For Playing	
<b>December 17</b>	DAY 3: Chicken Forgets	
<b>December 18</b>	DAY 4: Big Book of Rhymes and Songs DAY 5: Five Little Pigs	<b>Double-up Lessons</b>
<b>December 19</b>		<b>Half-Day/Begin Christmas Holiday</b>
<b>Week 3, Theme 6</b>		
<b>January 7</b>	DAY 1: A Time For Playing Day 2: The Town Mouse and The Country Mouse	<b>3-day week/Combine lessons</b>
<b>January 8</b>	DAY 3: Does a Kangaroo Have a Mother, Too DAY 4: Big Book of Rhymes and Songs	
<b>January 9</b>	DAY 5: Five Little Pigs	<b>Post- Test</b>
<b>Week 1, Theme 7</b>	<b>Bug Surprises</b>	
<b>January 12</b>	DAY 1: Look Closer	
<b>January 13</b>	DAY 2: Butterfly	
<b>January 14</b>	DAY 3: The Ants and the Grasshopper	
<b>January 15</b>	DAY 4: Big Book of Rhymes and Songs	
<b>January 16</b>	DAY 5: Butterfly	
<b>Week 2, Theme 7</b>		
<b>January 20</b>	DAY 1: Look Closer	<b>4-day week// double-up</b>

January 21	DAY 2: Wonderful Worms	
January 22	DAY 3: Anansi and the Biggest, Sweetest Melon Day 4: Big Book of Rhymes and Songs	
January 23	DAY 5: Look Closer	
Week 3, Theme 7		
January 26	DAY 1: Wonderful Worms	
January 27	DAY 2: The Fearsome Beast	
January 28	DAY 3: Look Closer	
January 29	DAY 4: Big Book of Rhymes and Songs	
January 30	DAY 5: The Ants Came Marching	Post Test
Week 1, Theme 8	<b>Animal Adventures</b>	
February 2	DAY 1: Walking Through The Jungle	
February 3	DAY 2: Elmer	
February 4	DAY 3: The Rooster Who Went to His Uncle's Wedding	
February 5	DAY 4: The Bear Went Over the Mountain	
February 6	DAY 5: Elmer	
Week 2 Theme 8		
February 9	DAY 1: Walking Through The Jungle	
February 10	DAY 2: So Say The Little Monkeys	
February 11	DAY 3: Counting Crocodiles	
February 12	DAY 4: Big Book of Rhymes and Songs	
February 13	Day 5: Walking Through The Jungle	
Week 3, Theme 8		
February 18	DAY 1: So Say The Little Monkeys Day 2: The Strongest One of All	3 – day week/combine lessons/
February 19	DAY 3: Walking through the Jungle DAY 4: Going on a Bear Hunt	
February 20	DAY 5: The Hare and the Tortoise	Post-test
VOLUME 3		
Week 1, Theme 9	<b>Around the Town</b>	
February 23	DAY 1: The Shape of Things	
February 24	DAY 2: Benny's Pennies	
February 25	DAY 3: The Shoemaker and The Elves	
February 26	DAY 4: Mr. Backward	
February 27	DAY 5: Benny's Pennies	
Week 2, Theme 9		
March 2	DAY 1: The Shape of Things	
March 3	DAY 2: Good-bye, Hello	
March 4	DAY 3: My Pet Spider	
March 5	DAY 4: Down by the Bay	
March 6	DAY 5: The Shape of Things	
Week 3, Theme 9		
March 9	DAY 1: Good-bye, Hello	4- day week/double-up
March 10	DAY 2: Caps For Sale	

March 11	DAY 3: The Shape of Things Day 4: Old Mister Rabbit	
March 12	DAY 5: Sing a Song of People	Post-test
March 13		Professional Development Day
Week 1, Theme 10	Neighborhood Helpers	
March 16	DAY 1: The Big Yellow Bus	
March 17	DAY 2: Career Day	
March 18	DAY 3: Mother, Mother I want Another	
March 19	DAY 4: The Bus Song	
March 20	DAY 5: Career Day	
Week 2 & 3, Theme 10		Combining Lessons/Weeks
March 23	DAY 1: The Big Yellow Bus DAY 2: Guess Who	
March 24	DAY 3: Franklin In the Dark DAY 4: Jamaica's Find	
March 25	DAY 5: The Big Yellow Bus DAY 1: Guess Who	
March 26	DAY 2: The Town Mouse and the Country Mouse DAY 3: The Big Yellow Bus	
March 27	DAY 4: This is the Way we Go to School DAY 5: Stone Soup	Post-test
Week 1, Theme 11	Exploring Our Surroundings	
March 30	DAY 1: Five Little Ducks	
March 31	DAY 2: Come Along, Daisy	
April 1	DAY 3: Bear in There	
April 2	DAY 4: Big Book of Rhymes and Songs	
April 3	DAY 5: Come Along, Daisy!	
April 6 – 10		SPRING BREAK
Week 2, Theme 11		
April 13		Professional Development Day
April 14	DAY 1: Five Little Ducks	4-day week/ double-up
April 15	DAY 2: What's What	
April 16	DAY 3: Henny Penny DAY 4: Big Book of Rhymes and Songs	
April 17	DAY 5: Five Little Ducks	
Week 3, Theme 11		
April 20	DAY 1: What's What	
April 21	DAY 2: Chicken Forgets	
April 22	DAY 3: Five Little Ducks	
April 23	DAY 4: Big Book of Rhymes and Songs	
April 24	DAY 5: Blame	Post-test

<b>Week 1, Theme 12</b>	<b>Under the Ocean</b>	
<b>April 27</b> <b>AIMS Testing begins</b>	DAY 1: Splash in the Ocean	
<b>April 28</b>	DAY 2: Fish Faces	
<b>April 29</b>	DAY 3: A House by the Sea	
<b>April 30</b>	DAY 4: The Little Fishes	
<b>May 1</b>	DAY 5: Fish Faces	
<b>Week 2 &amp; 3, Theme 12</b>		<b>Combine lessons/Weeks</b>
<b>May 4</b> <b>AIMS testing</b>	DAY 1: Splash In the Ocean DAY 2: Swimmy	
<b>May 5</b>	DAY 3: There's a Hole in the Middle of the Sea DAY 4: Big Book of Rhymes and Songs	
<b>May 6</b>	DAY 5: Splash in the Ocean DAY 1: Swimmy	
<b>May 7</b>	DAY 2: The Seashore Noisy Book DAY 3: Splash in the Ocean	
<b>May 8</b>	DAY 4: If you Ever DAY 5: The Seashore Noisy	
<b>May 11-14</b>	REVIEW with Optional Activities POST-TEST Graduation Preparation	<b>4-day week</b>
<b>May 15</b>		<b>Professional Development Day</b>
<b>Review</b>		
<b>May 17-21</b>	Optional activities / Review	
<b>May 22</b>		<b>½ day – Last day for students</b>
<b>May 26</b>		<b>Administrative Day</b>

# Hardeman County School System

## HEART Process

### Time Line Documentation

## Kindergarten

STUDENT

NAME:

\_\_\_\_\_SCHOOL YEAR:\_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE \_\_\_\_\_ DOB \_\_\_\_\_

 UNIVERSAL SCREENING DATE (Fall) \_\_\_\_\_ % LNF \_\_\_\_\_ / \_\_\_\_\_  
corrects      errors

 UNIVERSAL SCREENING DATE (Winter) \_\_\_\_\_ % LNF \_\_\_\_\_ / \_\_\_\_\_  
corrects      errors

 \_\_\_\_\_ % LSF \_\_\_\_\_ / \_\_\_\_\_  
corrects      errors

 \_\_\_\_\_ % PSF \_\_\_\_\_ / \_\_\_\_\_  
Corrects      errors

 UNIVERSAL SCREENING DATE (Spring) \_\_\_\_\_ % LNF \_\_\_\_\_ / \_\_\_\_\_  
corrects      errors

 \_\_\_\_\_ % LSF \_\_\_\_\_ / \_\_\_\_\_  
corrects      errors

 \_\_\_\_\_ % PSF \_\_\_\_\_ / \_\_\_\_\_  
corrects      errors

TIER 1 INSTRUCTOR \_\_\_\_\_

CORE READING PROGRAM: Harcourt Trophies

INTERVENTIONS: \_\_\_\_\_

UNIT MASTERY TESTS: (From core reading program)

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

TIER 2 and/or TIER 3 Information on back if student qualifies.

TIER 2 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_

Pre-Test source \_\_\_\_\_

**PROGRESS MONITORING:**

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

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TIER 3 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
Pre-Test source \_\_\_\_\_

**PROGRESS MONITORING:**

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

## FIRST GRADE READING PACING GUIDE

<b>Theme 1</b>	<b>Guess Who?/ I am Your Friend</b>	<b>Teacher Notes</b>
<b>August 7</b>	Introduce classroom management. (Procedures, routines, organization, rules for whole group instruction.) “Introducing the Book”, page xxxvi in TE	
<b>August 8</b> <b>AIMS TESTING</b>	Introduce classroom management. (Procedures, routines, organization, rules for center/workshop.) Review whole group organization and rules. Demonstrate center/workshop procedures, etc. Begin “Inventory Unit”, page I2	
<b>August 11</b> <b>AIMS TESTING</b>	Continue classroom management for whole group and centers. Add management skills for small group instruction. Have students demonstrate understanding. Continue “Inventory Unit”.	
<b>August 12 -15</b> <b>AIMS TESTING</b>	Confirm understanding of classroom procedures, routines, organization and rules by having students demonstrate and re-tell. Complete Inventory Unit.	
<b>August 18-22</b>	Story: The Hat OPEN ONE CENTER BEGIN SMALL GROUP PULL-OUT	<b>Pre-test/ Small Group will be implemented from this point until the end of school everyday.</b>
<b>August 25-29</b>	Story: Sam and the Bag OPEN SECOND CENTER	
<b>September 2-5</b>	Story: Ants CONTINUE WITH 2 CENTERS	<b>4 – day week</b> <b>End of Theme Assessment</b>
<b>Theme 2</b>	<b>Just For Fun</b>	<b>Teacher Notes</b>
<b>September 8-12</b>	Story: Jack and Rick THREE CENTERS OPERATING	<b>Pre-test</b> At least 3, no more than 4, centers operating from this point to the end of the year.
<b>September 15-19</b>	Story: Todd’s Box	
<b>September 22-26</b>	Story: All That Corn	<b>End of Theme Assessment</b>
<b>Theme 3</b>	<b>Catch A Dream/ It’s My Turn Now</b>	<b>Teacher Notes</b>
<b>September 29 – October 3</b>	Story: Dan’s Pet	<b>Pre-test</b>
<b>October 6 – 9</b>	Story: Boots for Beth	<b>4 – day week</b>
<b>October 13-17</b>		<b>Fall Break</b>
<b>October 20 – 24</b>	Story: Space Pup	
<b>October 27-31</b>	Story: Where Do Frogs Come From?	
<b>November 3 – 7</b>	Story: Try Your Best	
<b>November 10 -14</b>	Story: Fun With Fish	<b>End of Theme Assessment</b>
<b>Theme 4</b>	<b>Here and There/ I Think I Can</b>	<b>Teach Notes</b>
<b>November 17-21</b>	Story: I Am A Butterfly	<b>Pre-test</b>
<b>November 24-25</b>	Optional Activities: Chapter Book Centers Writing Activities Vocabulary Activities Fluency Resource Cards Reader’s Theater	<b>2 – day week</b>

	Research project Literature Circles	
<b>December 1-5</b>	Story: Did You See Chip?	
<b>December 8-12</b>	Story: Tomas Rivera	
<b>AIMS Testing</b>		
<b>December 15 – 18</b>	Story: On the Way to the Pond	<b>December 19 –1/2 day for students 4 – day Reading Week</b>
<b>AIMS Testing</b>		
<b>January 7-9</b>	Story: Friends Forever	<b>3-day week</b>
<b>January 12- 16</b>	Story: : TheFox and the Stork	<b>End Of Theme Assessment</b>
<b>Theme 5</b>	<b>Time Together/ Hello, Neighbor</b>	<b>Teacher Notes</b>
<b>January 20 - 23</b>	Story: Bed Full of Cats	<b>4 – day week Pre-test</b>
<b>January 26-30</b>	Story: Me On the Map	
<b>February 2-6</b>	Story: At Home Around the World	
<b>February 9-13</b>	Story: Tell me A Story	
<b>February 18-20</b>	Story: My Robot	<b>3 – day week</b>
<b>February 23 -27</b>	Story: On the Job With Dr. Martha Smith	
<b>March 2-6</b>	Story: Little Bear’s Friend	
<b>March 9-12</b>	Story: Busy Buzzy Bee	<b>4 – day week End Of Theme Assessment</b>
<b>Theme 6</b>	<b>Gather Round/ Going Places</b>	<b>Teacher Notes</b>
<b>March 16-20</b>	Story: The Story of a Blue Bird	<b>Pre-test</b>
<b>March 23-27</b>	Story: Frog and Toad All Year	
<b>March 30 – April 3</b>	Story: Fishing Bears	
<b>April 14 – 17</b>	Story: How to be a Nature Detective	<b>4 – day week</b>
<b>April 20 – 24</b>		<b>T-CAP Testing</b>
<b>April 27 –May 1</b>	Story: The Puddle	
<b>AIMS TESTING</b>		
<b>May 4 – 8</b>	Story:Poppleton Everyday	
<b>AIMS TESTING</b>		
<b>May 11 – 14</b>	Story: Sleep is for Everyone	<b>4 – day week</b>
		<b>May 15 – Professional Development Day</b>
<b>May 18 -21</b>	Story: Baboon	<b>End of Theme Assessment</b>
		<b>May 22, last day for students ½ day</b>
		<b>May 26 – Administrative Day</b>

# HEART Process Time Line Documentation

## First Grade

STUDENT

NAME: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE \_\_\_\_\_ DOB \_\_\_\_\_

UNIVERSAL SCREENING DATE (Fall) _____ %	LNF _____ / _____ corrects errors
_____ %	LSF _____ / _____ corrects errors
_____ %	PSF _____ / _____ corrects errors
_____ %	NSW _____ / _____ corrects errors

UNIVERSAL SCREENING DATE (Winter) _____ %	PSG _____ / _____ corrects errors
_____ %	NSW _____ / _____ Corrects errors

UNIVERSAL SCREENING DATE (Spring) _____ %	NSW _____ / _____ corrects errors
_____ %	R-CBM _____ / _____ corrects errors

TIER 1 INSTRUCTOR \_\_\_\_\_

CORE READING PROGRAM: Harcourt Trophies

INTERVENTIONS: \_\_\_\_\_

UNIT MASTERY TESTS: (From core reading program)

Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____

TIER 2 and/or TIER 3 Information on back if student qualifies.

COMMENTS:

TIER 2 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
Pre-Test source \_\_\_\_\_

#### PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

TIER 3 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
Pre-Test source \_\_\_\_\_

#### PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

## SECOND GRADE READING PACING GUIDE

<b>Theme 1</b>	<b>Just For You / Being Me</b>	<b>Teacher Notes</b>
<b>August 7</b>	Introduce classroom management. (Procedures, routines, organization, rules for whole group instruction.) Introduce the reading book. Begin Inventory Unit p. 12. Lessons 1 - 2	
<b>August 8</b> <b>AIMS TESTING</b>	Introduce classroom management. (Procedures, routines, organization, rules for center.) Review whole group organization and rules. Demonstrate center procedures, etc. Inventory Unit, Lessons 3 -4	
<b>August 11</b> <b>AIMS TESTING</b>	Continue classroom management for whole group and centers. Add management skills for small group instruction. Have students demonstrate understanding. Continue with Inventory Unit, lessons 5-6	
<b>August 12 -15</b> <b>AIMS TESTING</b>	Confirm understanding of classroom procedures, routines, organization and rules by having students demonstrate and re-tell. Go over reading strategies with students. Complete Inventory Unit.	Aug. 12, Lessons 7-8 Aug. 13, Lessons 9-10 Aug. 14, Lessons 11-12 Aug. 15, lessons 13-15
<b>August 18-22</b>	Story: The Mixed-Up Chameleon OPEN ONE CENTER BEGIN SMALL GROUP PULL-OUT	<b>Pre-test/ From this point small group will be implemented daily.</b>
<b>August 25-29</b>	Story: Get Up and Go OPEN SECOND CENTER	
<b>September 2-5</b>	Story: Henry and Mudge Under the Yellow Moon CONTINUE WITH 2 CENTERS	<b>4 – day week</b>
<b>September 8-12</b>	Story: Days with Frog and Toad THREE CENTERS OPERATING	At least 3, no more than 4, centers operating from this point to the end of school
<b>September 15-19</b>	Story: Wilson Sat Alone	<b>End of Theme Assessment</b>
<b>Theme 2</b>	<b>Just for You/Helping Hands</b>	<b>Teacher Notes</b>
<b>September 22-26</b>	Story: The Enormous Turtle	<b>Pre-test</b>
<b>September 29 – October 3</b>	Story: Helping Out	
<b>October 6 – 9</b>	Story: Mr. Putter and Tabby Fly the Plane	<b>4 – day week</b>
<b>October 13-17</b>		<b>Fall Break</b>
<b>October 20 – 24</b>	Story: Hedgehog Bakes a Cake	
<b>October 27-31</b>	Story: Lemonade For Sale	<b>End of Theme Assessment</b>
<b>Theme 3</b>	<b>Just For You/ Our World</b>	<b>Teach Notes</b>
<b>November 3 – 7</b>	Story: Johnny Appleseed	<b>Pre-test</b>
<b>November 10 – 14</b>	Story: From Seed to Plant	
<b>November 17-21</b>	Story: The Secret Life of Trees	
<b>November 24-25</b>	Optional Activities: Review Chapter Book Centers Writing Activities Vocabulary Activities Fluency Resource Cards Reader's Theater plays Research project Literature Circles	<b>2 – day week</b>
<b>December 1-5</b>	Story: Watermelon Day	
<b>December 8-12</b>	Story: Pumpkin Fiesta	<b>End of Theme Assessment</b>

AIMS Testing		
December 15 – 19	Theme 1, 2, 3 Review Mid-Year Reading Assessment	
AIMS Testing		
<b>2.2 Theme 1</b>	<b>Banner Days / Imagine That</b>	<b>Teacher Notes</b>
January 7-9	Optional Activities: Chapter Books Centers Writing Activities Fluency Cards Reader's Theater Literature Circles Research Project	3-day week  Pre-test
January 12- 16	Story: The Day Jimmy's Boa Ate the Wash	
January 20 - 23	Story: How I spent My Summer Vacation	4 – day week
January 26-30	Story: Dear Mr. Blueberry	
February 2-6	Story: Cool Ali	
February 9-13	Story: The Emperor's Egg	End of Theme Assessment
<b>2.2 Theme 2</b>	<b>Banner Days / Travel Time</b>	
February 18-20	Optional Activities: Chapter Book Centers Writing Activities Fluency Cards Reader's Theater Literature Circles Research Project	3 – day week  Pre-test
February 23 -27	Story: The Pine Park Mystery	
March 2-6	Story: Good-Byr, Curtis	
March 9-12	Story: Max Found Two Sticks	4 – day week
March 16-20	Story: Anthony Reynoso: Born To Rope	
March 23-27	Story: Chinatown	End Of Theme Assessment
<b>2.2 – Theme 3</b>	<b>Banner Days / Neighborhood News</b>	<b>Teacher Notes</b>
March 30 – April 3	Story: Abuela	Pre-test
April 14 – 17	Story: Beginner's World Atlas	4 – day week
April 20 – 24	Story: Dinosaurs Travel	
April 27 –May 1 AIMS TESTING	Story: Montigue on the High Seas	
May 4 – 8 AIMS TESTING	Story: Ruth Law Thrills a Nation	
May 11 – 14	Theme 3 Review	4 – day week End of Theme Assess
		May 15 – Professional Development Day
May 18 – 21	Theme Review and Wrap-up End of Year Assessment Optional Activies	
		May 22, last day for students ½ day
		May 26 – Administrative Day

# Hardeman County School System

## HEART Process

## Second Grade

## Time Line Documentation

STUDENT

NAME: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE \_\_\_\_\_ DOB \_\_\_\_\_

UNIVERSAL SCREENING DATE (Fall) \_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

UNIVERSAL SCREENING DATE (Winter)\_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
corrects                  errors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
corrects                  errors

UNIVERSAL SCREENING DATE (Spring)\_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
correctserrors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
correctserrors

## TIER 1 INSTRUCTOR

**CORE READING PROGRAM:** Harcourt Trophies

INTERVENTIONS: \_\_\_\_\_

**UNIT MASTERY TESTS:** (From core reading program)

Date\_\_\_\_\_ Score\_\_\_\_\_      Date\_\_\_\_\_ Score\_\_\_\_\_

Date\_\_\_\_\_ Score\_\_\_\_\_

Date	Score	Date	Score
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Date	Score	Date	Score
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TIER 2 and/or TIER 3 Information on back if student qualifies.

COMMENTS:

TIER 2 INSTRUCTOR

INTERVENTION PROGRAM: \_\_\_\_\_

## GROUP SIZE

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
 Pre-Test source \_\_\_\_\_

**PROGRESS MONITORING:**

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

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TIER 3 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_  
 Pre-Test source \_\_\_\_\_

**PROGRESS MONITORING:**

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work

### THIRD GRADE READING PACING GUIDE

<b>Theme 1</b>	<b>Something Special</b>	<b>Teacher Notes</b>
<b>August 7</b>	Introduce classroom management. (Procedures, routines, organization, rules for whole group instruction.) Introduce the reading book. Other optional Activities: Teacher reads aloud/students discuss reading; Letter sounds, letter blending, writing exercise	
<b>August 8</b> <b>AIMS TESTING</b>	Introduce classroom management. (Procedures, routines, organization, rules for center/workshop.) Review whole group organization and rules. Demonstrate center/workshop procedures, etc. Use optional activities while establishing classroom management	
<b>August 11</b> <b>AIMS TESTING</b>	Continue classroom management for whole group and centers. Add management skills for small group instruction. Have students demonstrate understanding. Begin Introducing the Book, page xxxiv in TE	
<b>August 12 -15</b> <b>AIMS TESTING</b>	Confirm understanding of classroom procedures, routines, organization and rules by having students demonstrate and re-tell. Go over reading strategies with students. Model using reading strategies. Have students demonstrate.	
<b>August 18-22</b>	Story: Officer Buckle and Gloria OPEN ONE CENTER BEGIN SMALL GROUP PULL-OUT	<b>Pre-test</b>
<b>August 25-29</b>	Story: Pepita Talks Twice OPEN SECOND CENTER	
<b>September 2-5</b>	Story: Nate the Great CONTINUE WITH 2 CENTERS	<b>4 – day week</b>
<b>September 8-12</b>	Story: Allie’s Basketball Dream THREE CENTERS OPERATING	At least 3, no more than 4, centers operating from this point until the end of the school year.
<b>September 15-19</b>	Story: The Olympic Games: Where Heroes are Made	<b>End of Theme Assessment</b>
<b>Theme 2</b>	<b>What A Team</b>	<b>Teacher Notes</b>
<b>September 22-26</b>	Story: Turtle Bay	<b>Pre-test</b>
<b>September 29 – October 3</b>	Story: Balto: The dog who saved Nome	
<b>October 6 – 9</b>	Story: Wild Shots, They’re My Life	<b>4 – day week</b>
<b>October 13-17</b>		<b>Fall Break</b>
<b>October 20 – 24</b>	Story: Little Grunt and the Big Egg	
<b>October 27-31</b>	Story: Rosie: A visiting Dog’s Story	<b>End of Theme Assessment</b>
<b>Theme 3</b>	<b>Friends to Grow With</b>	<b>Teach Notes</b>
<b>November 3 – 7</b>	Story: The Stories Julian Tells	<b>Pre-test</b>
<b>November 10 – 14</b>	Story: The Talent Show	
<b>November 17-21</b>	Story: Centerfield Ballhawk	
<b>November 24-25</b>	Optional Activities: Chapter Book Centers Writing Activities Vocabulary Activities Fluency Resource Cards Reader’s Theater plays	<b>2 – day week</b>

	Research project Literature Circles	
<b>December 1-5</b>	Story: Ramona Forever	
<b>December 8-12</b> <b>AIMS Testing</b>	Story: Sayings We Share: Proverbs and Fables	<b>End of Theme Assessment</b>
<b>December 15 – 19</b>  <b>AIMS Testing</b>	Optional Activities: Chapter Books Centers Writing Activities Fluency Cards Reader's Theater Literature Circles Research Project	
<b>3.2 Theme 1</b>	<b>On Your Mark – Tell Me a Story</b>	<b>Teacher Notes</b>
<b>January 7-9</b>	Theme wrap-up and review p.407O Library Book Lesson, p. 407 Q Library Book Lesson, p. 407 S Administer Pre-test	<b>3-day week</b>
<b>January 12- 16</b>	Story: Papa Tells Chita a Story	<b>Pre-test</b>
<b>January 20 - 23</b>	Story: Coyote Places the Stars	<b>4 – day week</b>
<b>January 26-30</b>	Story: Why Mosquitoes Buzz in People's Ears	
<b>February 2-6</b>	Story: Lon Po Po	
<b>February 9-13</b>	Story: The crowded House	<b>End of Theme Assessment</b>
<b>3.2 Theme 2</b>	<b>Good Neighbors</b>	
<b>February 18-20</b>	Optional Activities: Chapter Book Centers Writing Activities Fluency Cards Reader's Theater Literature Circles Research Project	<b>3 – day week</b>
<b>February 23 -27</b>	Story: Leah's Pony	<b>Pre-test</b>
<b>March 2-6</b>	Story: Yippee-Yay!	
<b>March 9-12</b>	Story: Boom Town	<b>4 – day week</b>
<b>March 16-20</b>	Story: Cocoa Ice	
<b>March 23-27</b>	Story: If you Made A Million	<b>End Of Theme Assessment</b>
<b>3.2 – Theme 3</b>	<b>Celebrate Our World</b>	<b>Teacher Notes</b>
<b>March 30 – April 3</b>	Story: I'm In Charge of Celebrations	<b>Pre-test</b>
<b>April 14 – 17</b>	Story: Alejandro's Gift	<b>4 – day week</b>
<b>April 20 – 24</b>		<b>T-CAP Testing</b>
<b>April 27 –May 1</b> <b>AIMS TESTING</b>	Story: Rocking and Rolling	
<b>May 4 – 8</b> <b>AIMS TESTING</b>	Story:The Armadillo From Amarillo	
<b>May 11 – 14</b>	Story: Visitors from Space	<b>4 – day week End of Theme Assess</b>
		<b>May 15 – Professional Development Day</b>
<b>May 18 – 21</b>	Theme Review and Wrap-up Optional Activities	
		<b>May 22, last day for students ½ day</b>
		<b>May 26 – Administrative Day</b>

# Hardeman County School System

## HEART Process

### THIRD - FIFTH Grade

#### Time Line Documentation

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STUDENT

NAME: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE \_\_\_\_\_ DOB \_\_\_\_\_

UNIVERSAL SCREENING DATE (Fall) \_\_\_\_\_ %

	R-CBM	MAZE
_____ %	____ / ____ corrects errors	____ / ____ corrects errors

UNIVERSAL SCREENING DATE (Winter)\_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

UNIVERSAL SCREENING DATE (Spring)\_\_\_\_\_ % **R-CBM** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % **MAZE** \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

## TIER 1 INSTRUCTOR

**CORE READING PROGRAM:** Harcourt Trophies

INTERVENTIONS: \_\_\_\_\_

### UNIT MASTERY TESTS: (From core reading program)

Date \_\_\_\_\_ Score \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Date                      Score                      Date                      Score

[illegible]

TIER 2 and/or TIER 3 Information on back if student qualifies.

COMMENTS:

TIER 2 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_

Pre-Test source \_\_\_\_\_

## PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

TIER 3 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_

Pre-Test source \_\_\_\_\_

## PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

## FOURTH GRADE READING PACING GUIDE

Theme 1	Lead the Way / You Can Do It	Teacher Notes
August 7	Introduce classroom management. (Procedures, routines, organization, rules for whole group instruction.) Introduce the reading book. Other optional Activities: Teacher reads aloud/students discuss reading; writing exercises, Go over reading strategies, introduce Reader's Theater, Literature Circles	
August 8 AIMS TESTING	Introduce classroom management. (Procedures, routines, organization, rules for workshop.) Review whole group organization and rules. Demonstrate workshop procedures, etc. Introduce management board. Introduce tracking log. Use optional activities while establishing classroom management	
August 11 AIMS TESTING	Continue classroom management for whole group and workshops. Add management skills for small group instruction. Have students demonstrate understanding. Continue optional activities. Practice transitioning from whole group to workshops.	
August 12 -15 AIMS TESTING	Confirm understanding of classroom procedures, routines, organization and rules by having students demonstrate and re-tell. Practice moving from whole group to workshop to small group. Use optional activities while teaching classroom management. Confirm understanding of using tracking log and management board.	
August 18-22	Story: The Gardener OPEN ONE CENTER Teacher demonstrates/models, students demonstrate understanding. Teacher moves around room to firm-up understanding of workshop and using tracking log.	<b>Pre-test</b> When first beginning workshop, whole group may last 60 minutes and workshop only 30 minutes until routine and procedures are firmly established.
August 25-29	Story: Donovan's Word Jar CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS (Teacher tries to see ALL students in a small group setting.)	
September 2-5	Story: My Name is Maria Isabel CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS	<b>4 – day week</b>
September 8-12	Story: Lou Gehrig: The Luckiest Man CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS	
September 15-19	Story: Amelia and Eleanor Go for a Ride CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS	<b>End of Theme Assessment</b>
Theme 2	Lead The Way/Side by Side	Teacher Notes
September 22-26	Story: The Baker's Neighbor TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>Pre-test</b>

<b>September 29 – October 3</b>	Story: The Emperor and the Kite TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>October 6 – 9</b>	Story: Nights of the Pufflings TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>4 – day week</b>
October 13-17		<b>Fall Break</b>
<b>October 20 – 24</b>	Story: The Garden of Happiness TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>October 27-31</b>	Story: How to Babysit an Orangutan TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>End of Theme Assessment</b>
<b>Theme 3</b>	<b>Lead The Way/Make Yourself at Home</b>	<b>Teach Notes</b>
<b>November 3 – 7</b>	Story: Sarah Plain and Tall THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>Pre-test</b>
<b>November 10 – 14</b>	Story: Stealing Home THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>November 17-21</b>	Story: The Cricket in Times Square THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>November 24-25</b>	Optional Activities: Chapter Book Workshops Writing Activities Vocabulary Activities Fluency Resource Cards Reader's Theater plays Research project Literature Circles	<b>2 – day week</b>
<b>December 1-5</b>	Story: Two Lands, One Heart THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>December 8-12</b>	Story: Look To The North THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>End of Theme Assessment</b>
<b>AIMS Testing</b>		
<b>December 15 – 19</b>	Optional Activities: Chapter Books Workshops Writing Activities Fluency Cards Reader's Theater Literature Circles Research Project	
<b>AIMS Testing</b>		
<b>Theme 4</b>	<b>Lead the Way/Creative Minds</b>	<b>Teacher Notes</b>
<b>January 7-9</b>	Theme wrap-up and Review p. 397O (theme 3) Library Book Lesson p.397Q Administer Pre-test	<b>3-day week</b>
<b>January 12- 16</b>	Story: The Kid's Intervention Book THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>Pre-test</b>
<b>January 20 - 23</b>	Story: The Case of Pablo's Nose THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>4 – day week</b>
<b>January 26-30</b>	Story: In the Days of King Adobe THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>February 2-6</b>	Story: Red Writing Hood THREE WORKSHOPS OPEN WITH	

	<b>SMALL GROUPS PULLED</b>	
<b>February 9-13</b>	Story: One Grain of Rice <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	<b>End of Theme Assessment</b>
<b>Theme 5</b>	<b>Lead the Way/Community Ties</b>	
<b>February 18-20</b>	Optional Activities: Chapter Book Workshops Writing Activities Fluency Cards Reader's Theater Literature Circles Research Project Theme 4 Wrap-up and Review	<b>3 – day week</b>
<b>February 23 -27</b>	Story: Fire! <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	<b>Pre-test</b>
<b>March 2-6</b>	Story: A Very Important Day <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	
<b>March 9-12</b>	Story: Saguaro Cactus <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	<b>4 – day week</b>
<b>March 16-20</b>	Story: Blue Willow <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	
<b>March 23-27</b>	Story: In My Family <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	<b>End Of Theme Assessment</b>
<b>Theme 6</b>	<b>Lead the Way/New Lands</b>	<b>Teacher Notes</b>
<b>March 30 – April 3</b>	Story: The Gold Rush <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	<b>Pre-test</b>
<b>April 14 – 17</b>	Story: I Have Heard of a Land <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	<b>4 – day week</b>
<b>April 20 – 24</b>		<b>T-CAP Testing</b>
<b>April 27 –May 1</b> <b>AIMS TESTING</b>	Story: Paul Bunyan and Babe the Blue Ox <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	
<b>May 4 – 8</b> <b>AIMS TESTING</b>	Story: Fly Traps! Plants that Bite Back <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	
<b>May 11 – 14</b>	Story: The Down and Up Fall <b>THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED</b>	<b>4 – day week End of Theme Assess</b>
		<b>May 15 – Professional Development Day</b>
<b>May 18-21</b>	Theme Review and Wrap-up Optional Activities	
		<b>May 22, last day for students ½ day</b>
		<b>May 26 – Administrative Day</b>

# Hardeman County School System

## HEART Process **THIRD - FIFTH Grade**

### Time Line Documentation

STUDENT

NAME: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE \_\_\_\_\_ DOB \_\_\_\_\_

UNIVERSAL SCREENING DATE (Fall) \_\_\_\_\_ % R-CBM \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % MAZE \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

UNIVERSAL SCREENING DATE (Winter) \_\_\_\_\_ % R-CBM \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % MAZE \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

UNIVERSAL SCREENING DATE (Spring) \_\_\_\_\_ % R-CBM \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % MAZE \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

TIER 1 INSTRUCTOR \_\_\_\_\_

CORE READING PROGRAM: Harcourt Trophies

INTERVENTIONS: \_\_\_\_\_

UNIT MASTERY TESTS: (From core reading program)

Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____

TIER 2 and/or TIER 3 Information on back if student qualifies.

COMMENTS:

TIER 2 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_

Pre-Test source \_\_\_\_\_

## PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

TIER 3 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_

Pre-Test source \_\_\_\_\_

## PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

## FIFTH GRADE READING PACING GUIDE

Theme 1	Distant Voyages /Look Inside	Teacher Notes
August 7	Introduce classroom management. (Procedures, routines, organization, rules for whole group instruction.) Introduce the reading book. Other optional Activities: Teacher reads aloud/students discuss reading; writing exercises, Go over reading strategies, introduce Reader's Theater, Literature Circles	
August 8 AIMS TESTING	Introduce classroom management. (Procedures, routines, organization, rules for workshop.) Review whole group organization and rules. Demonstrate workshop procedures, etc. Introduce management board. Introduce tracking log. Use optional activities while establishing classroom management	
August 11 AIMS TESTING	Continue classroom management for whole group and workshops. Add management skills for small group instruction. Have students demonstrate understanding. Continue optional activities. Practice transitioning from whole group to workshops.	
August 12 -15 AIMS TESTING	Confirm understanding of classroom procedures, routines, organization and rules by having students demonstrate and re-tell. Practice moving from whole group to workshop to small group. Use optional activities while teaching classroom management. Confirm understanding of using tracking log and management board.	
August 18-22	Story: The Hot and Cold Summer OPEN ONE CENTER Teacher demonstrates/models, students demonstrate understanding. Teacher moves around room to firm-up understanding of workshop and using tracking log.	<b>Pre-test</b> When first beginning workshop, whole group may last 60 minutes and workshop only 30 minutes until routine and procedures are firmly established.
August 25-29	Story: Sees Behind Trees CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS (Teacher tries to see ALL students in a small group setting.)	
September 2-5	Story: Yang the Third and Her Impossible Family CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS	<b>4 – day week</b>
September 8-12	Story: Dear Mrs. Parks CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS	
September 15-19	Story: Elena CONTINUE WITH ONE WORKSHOP TEACHER PULLS SMALL GROUPS	<b>End of Theme Assessment</b>
Theme 2	Distant Voyages/Team Work	Teacher Notes
September 22-26	Story: We'll Never Forget You Roberto	<b>Pre-test</b>

	Clemente TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
September 29 – October 3	Story: Folktales From Asia TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
October 6 – 9	Story: Iditarod Dream TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	4 – day week
October 13-17		Fall Break
October 20 – 24	Story: Wood song TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
October 27-31	Story: Island of the Blue Dolphins TWO WORKSHOPS OPEN WITH SMALL GROUPS PULLED	End of Theme Assessment
<b>Theme 3</b>	<b>Distant Voyages/A Changing Planet</b>	<b>Teach Notes</b>
November 3 – 7	Story: Everglades THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	Pre-test
November 10 – 14	Story: Summer of Fire THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
November 17-21	Story: Oceans THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
November 24-25	Optional Activities: Chapter Book Workshops Writing Activities Vocabulary Activities Fluency Resource Cards Reader's Theater plays Research project Literature Circles	2 – day week
December 1-5	Story: Seeing Earth from Space THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
December 8-12	Story: The Case of the Flying Saucer People THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	End of Theme Assessment
AIMS Testing		
December 15 – 19	Optional Activities: Chapter Books Workshops Writing Activities Fluency Cards Reader's Theater Literature Circles Research Project	
AIMS Testing		
<b>Theme 4</b>	<b>Distant Voyages/Express Yourself</b>	<b>Teacher Notes</b>
January 7-9	Theme wrap-up and Review p. 365Q (theme 3) Library Book Lesson p.3365S Administer Pre-test	3-day week
January 12- 16	Story: Hattie's Birthday Box THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	Pre-test
January 20 - 23	Story: William Shakespeare & The Globe THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	4 – day week

<b>January 26-30</b>	Story: The World of Williams Joyce Scrapbook THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>February 2-6</b>	Story: Satchmo's Blues THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>February 9-13</b>	Story: Evelyn Cisneros THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>End of Theme Assessment</b>
<b>Theme 5</b>	<b>Distant Voyages/School Rules</b>	
<b>February 18-20</b>	Optional Activities: Chapter Book Workshops Writing Activities Fluency Cards Reader's Theater Literature Circles Research Project Theme 4 Wrap-up and Review	<b>3 – day week</b>
<b>February 23 -27</b>	Story: Off and Running THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>Pre-test</b>
<b>March 2-6</b>	Story: Little By Little THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>March 9-12</b>	Story: Dear Mr. Henshaw THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>4 – day week</b>
<b>March 16-20</b>	Story: Frindle THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>March 23-27</b>	Story: The Fun They Had THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>End Of Theme Assessment</b>
<b>Theme 6</b>	<b>Distant Voyages/American Adventure</b>	<b>Teacher Notes</b>
<b>March 30 – April 3</b>	Story: Across the Wide Dark Sea THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>Pre-test</b>
<b>April 14 – 17</b>	Story: Name This American THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>4 – day week</b>
<b>April 20 – 24</b>		<b>T-CAP Testing</b>
<b>April 27 –May 1</b> <b>AIMS TESTING</b>	Story: What's the Big Idea, Ben Franklin THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>May 4 – 8</b> <b>AIMS TESTING</b>	Story: Lewis and Clark THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	
<b>May 11 – 14</b>	Story: Black Frontiers THREE WORKSHOPS OPEN WITH SMALL GROUPS PULLED	<b>4 – day week End of Theme Assess</b>
		<b>May 15 – Professional Development Day</b>
<b>May 18-21</b>	Theme Review and Wrap-up Optional Activities	
		<b>May 22, last day for students ½ day</b>
		<b>May 26 – Administrative Day</b>

# Hardeman County School System

## HEART Process **THIRD - FIFTH Grade**

### Time Line Documentation

STUDENT

NAME: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE \_\_\_\_\_ DOB \_\_\_\_\_

UNIVERSAL SCREENING DATE (Fall) \_\_\_\_\_ % R-CBM \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % MAZE \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

UNIVERSAL SCREENING DATE (Winter) \_\_\_\_\_ % R-CBM \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % MAZE \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

UNIVERSAL SCREENING DATE (Spring) \_\_\_\_\_ % R-CBM \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

\_\_\_\_\_ % MAZE \_\_\_\_\_ / \_\_\_\_\_  
corrects errors

TIER 1 INSTRUCTOR \_\_\_\_\_

CORE READING PROGRAM: Harcourt Trophies

INTERVENTIONS: \_\_\_\_\_

UNIT MASTERY TESTS: (From core reading program)

Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____
Date _____	Score _____	Date _____	Score _____

TIER 2 and/or TIER 3 Information on back if student qualifies.

COMMENTS:

TIER 2 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_

Pre-Test source \_\_\_\_\_

## PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

TIER 3 INSTRUCTOR \_\_\_\_\_

INTERVENTION PROGRAM: \_\_\_\_\_

GROUP SIZE \_\_\_\_\_

PRE-TEST: Date \_\_\_\_\_ Score \_\_\_\_\_ Parent Advised \_\_\_\_\_

Pre-Test source \_\_\_\_\_

## PROGRESS MONITORING:

Scores can be found on the Progress Monitoring Data sheet in students file.

Dates progress monitoring information was sent to parents.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* Attach documentation of progress monitoring tests, pre-test, mastery test, and work samples.

## HEART FACILITATOR CHECKLIST/REVIEW

FACILITATOR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE OF REVIEW: \_\_\_\_\_

OBSERVER: \_\_\_\_\_

4 – completes very well

3 – completes somewhat well

2 - needs improvement

1 – no follow-through

LEADER CHECKLIST	4	3	2	1
Holds monthly staff meetings to keep teachers informed of the HEART process. (sign-in sheet and agenda on file)				
Provides teacher trainings during staff meetings when necessary (Training documentation on file) Ex. Progress monitoring, AIMSweb, sound/blending, etc				
Attends all Facilitator meetings				
Informs principal of facilitator meeting agenda and outcomes				
Holds documented HEARTeam meetings regularly (documentation on file)(at least once per month) on each Tier 2 student				
Trains HEARTeam members to perform task effectively				
Informs parents regularly of “at risk” students (documentation on file)				
Checks teacher progress monitoring weekly				
Files kept on each Tier 2 students with appropriate information				
Performs fidelity checks daily (documented)				
Holds documented conferences with teachers regarding teacher effectiveness				

Models/demonstrates delivery of instruction when needed				
“Request for assistance” files are completed and delivered to Central Office in a timely fashion				
Files requiring IDEA referral are completed and returned for process within one week of consent				
Student (Tier 2) files are updated and kept current				
Data on ALL students is reviewed to ensure progress				
Facilitator is motivating and encouraging to teachers and provides feedback to teachers				
HEART Assistants are monitored and used effectively				
HEART Assistants schedules are posted and monitored				
Monitors TimeLine documentation forms				
Monitors teacher pacing (pacing guide)				
Seeks principal approval before initiating any changes or rescheduling of classes				
Completes Fidelity checks on Tier 2 instruction				
Completes and turns in <i>designated</i> paperwork on time to the District Office				
Principal receives graph on overall student achievement in each classroom after each benchmark assessment (3 times per year)				

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Facilitator Signature

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Principal Signature

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Date

Copied to Board of Education: \_\_\_\_\_

Date

## Hardeman Empowering Achievement Response Team

## GRADE LEVEL TEAM MEETING

## Documentation Form

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

List individual student concerns (if any):

Summary of discussion:

Grade Level Team Recommendations and Teacher Roles: (Specify role of Special Education personnel in Tier 1)

Signatures:

Special Education Teacher \_\_\_\_\_

Regular Education Teacher \_\_\_\_\_

Regular Education Teacher \_\_\_\_\_

Regular Education Teacher \_\_\_\_\_

Regular Education Teacher \_\_\_\_\_

Other \_\_\_\_\_

Approved by Reading Facilitator : \_\_\_\_\_

**Hardeman County School District thanks the following sources for the information compiled in this manual.**

**THE IRIS CENTER  
PAULA BROWNYARD, LAMBUTH UNIVERSITY  
STATE IMPROVEMENT GRANT  
KANDY SMITH, SIG CONSULTANT  
GAIL COOK, SIG CONSULTANT  
AIMSWEB  
SRA LEADERSHIP ACADEMY  
SRA DIRECT INSTRUCTION PEER COACHING  
ACADEMY  
FLORIDA CENTER FOR READING RESEARCH  
READING FIRST COACHING TRAINING  
LRP RtI AUDIO CONFERENCES**

**Hardeman County School District thanks the following Hardeman County School District Professionals for their contributions to HEART and the time they have so generously given.**

**Dr. Donald Hopper, Superintendent  
Mr. Gene Ross, Director of Curriculum and Instruction  
Debbie Deberry, School Psychologist  
Candyace Boyle, School Psychologist  
Christy Smith, Reading Facilitator  
Sandra Cheairs, Reading Facilitator  
James Rutherford, Reading Facilitator  
Karen Lambert, Reading Facilitator  
Stephanie Geouge, Reading Facilitator  
Hardeman County Kindergarten –Third Grade Regular Education  
Teachers  
(Without the teachers, we would not have been able to confirm the success of the HEART process.)**

**Compiled by Debbie R. Williams**  
**First Edition: July, 2007**  
**Last revision: July 9, 2008**